

Riffing on a Theme: Faculty Experiences With Service-Learning
in a Food Security Research Network in Ontario

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Dedication

I dedicate this dissertation to my parents, Ken and Hazel Wardle. I know they are with me in spirit, and I wish they could have been a part of this journey. They fostered my love of learning and encouraged me in everything I took on.

My mom was the type of person who would give my brothers and me a firm nudge in what she saw as being the right direction and then would wholeheartedly support us as we made our way. Although she left high school early, and I had the sense that she never really found a comfortable pathway through formal education herself, she was an ardent believer in the need for her children to do well at school.

My dad was the first person in his family to attend university. He thrived in learning situations and was an incredibly conscientious student. I remember his taking German classes and keeping index cards filled with vocabulary tucked in his shirt pocket. When the light turned red he would pull out his cards to learn a few more words, acing every test. He also, somewhat overly enthusiastically, shared anything he learned so if Dad was learning German, we were too. My dad completed a Masters in Education and would have loved to continue on to a PhD, but the opportunity was not there for him. I have so often thought of him as I have journeyed through this degree.

Thank you Mom and Dad for your love and support and for instilling a love of learning. I miss you.

Abstract

While service-learning is often said to be beneficial for all those involved—students, community members, higher education institutions, and faculty members—there are relatively few studies of the attraction to, and effect of, service-learning on faculty members. Existing studies have tended to use a survey design, and to be based in the United States. There is a lack of information on faculty experiences with service-learning in Ontario or Canada. This qualitative case study of faculty experiences with service-learning was framed through an *Appreciative Inquiry* social constructionist approach. The data were drawn from interviews with 18 faculty members who belong to a *Food Security Research Network (FSRN)* at a university in northern Ontario, reports submitted by the network, and personal observation of a selection of network-related events. This dissertation study revealed how involvement with service-learning created opportunities for faculty learning and growth. The focus on food security and a commitment to the sustainability of local food production was found to be an ongoing attraction to service-learning and a means to engage in and integrate research and teaching on matters of personal and professional importance to these faculty members. The dissertation concludes with a discussion of the FSRN's model and the perceived value of a themed, transdisciplinary approach to service-learning. This study highlights promising practices for involving faculty in service-learning and, in keeping with an Appreciative Inquiry approach, depicts a view of faculty work at its best.

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I want to acknowledge my husband and daughters, Andrew, Victoria, and Olivia, who are breathing a huge sigh of relief that I am done. Thank you for your loving support, your teasing and humour, and for never failing to believe that I would finish this degree (especially on those days when I was ready to call it quits).

To my family and friends, thanks for your encouragement and for continually enquiring as to how my dissertation was coming along. I'd like to acknowledge a few people in particular. Graham and Jean Harrison, my parents-in-law, thank you for your ongoing encouragement and belief in me. Patti Clayton, my friend, mentor, and listening ear—you have been instrumental in my academic and personal journey. Gillian Saloojee, you are an ongoing source of inspiration and a very dear friend. Sandy Hennessey, my friend and editor, thank you for your time and insights.

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To Michael Manley-Casimir, a big thank-you for being my Ariadne's thread.

I want to acknowledge and thank the FSRN faculty members at Northern University for their generous participation in this study. I left the interviews feeling incredibly inspired by you and your work, and hope that our paths cross again. I also thank the Food Security Research Network and the J. W. McConnell Family Foundation for the research funding that supported this work.

To the *Friends of Service-Learning* group at Brock University, thanks for being my “go to” colleagues and friends. Working with you was a highlight of my PhD experience, and I think of you often. In particular I want to acknowledge Mary-Beth Raddon for being my mentor, colleague, and friend. I so enjoyed teaching with you and have learned an incredible amount from you.

I have been so fortunate. I have had so many opportunities to stretch myself, take risks, and grow. I feel a profound sense of gratitude, and I want to thank you all for being with me on this journey.

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CHAPTER ONE: INTRODUCTION

In July 2009, Helen (pseudonym), the Director of the Food Security Research Network (FSRN), a community service-learning (CSL) network at Northern University (pseudonym), invited me to attend a planning meeting with her, two of her community partners, a colleague from another department at Northern University, and some Northern students. It was a profound experience for me. I got to observe elements of what I believe is community service-learning at its best, namely:

- a community partner leading the meeting, and the corresponding de-centering of the university partners;
- the students' enthusiastic and knowledgeable contribution of information,, based on their personal experience with food security-related issues in fly-in communities in the north, and their offers to research options related to the planning;
- the easy back-and-forth flow of conversation among partners who were clearly working with each other, contributing their various areas of expertise to this jointly crafted food security symposium.

As Helen related, I got to see the “dance” that happens between the Food Security Network and its community partners.

At this point I was just beginning the second year of my PhD program. I was familiar with the service-learning literature but had never actually experienced service-learning courses myself.

Service-learning, usually referred to as Community Service-Learning or CSL in Canada (Smith, 2010), is both a philosophy and a pedagogy. While there is no

widely accepted definition for service-learning, a commonly cited definition comes from Bringle, Hatcher, and McIntosh (2006):

Service-learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
(p. 12)

In addition, service-learning approaches strive for reciprocal partnerships among faculty, students, and their community partners, with a focus on power-sharing and co-creation (e.g. Bringle & Clayton, 2012; Clayton & Ash, 2004; Felten & Clayton, 2011; Jacoby, 1996). While the above definition narrows the field to curricular activities, some definitions include co-curricular, namely not for credit, options as well (e.g. Jacoby, 1996).

This was the first time I had seen service-learning in practice. What I experienced felt so congruent with my beliefs about service-learning; I left the meeting feeling very excited and inspired and wanting to know more about the work of the FSRN.

In the previous year I had started a new role at my own university, where I was working alongside senior administrators on a service-learning pilot project. My role was fairly undefined but had the overall goal of introducing and encouraging service-learning across the university. I looked to foster new service-learning initiatives as well as to support the service-learning courses already offered at the university.

As part of this role I encouraged faculty members to try a service-learning approach in their courses and supported them in doing so. This role provided me with great opportunities to work with faculty, staff, and students across the university, but it struck me as being somewhat ironic. Here I was a service-learning advocate and scholar, but lacking practical exposure to service-learning, having never taken or taught a service-learning course myself. Northern University's Food Security Research Network's model therefore became one of the models that I wanted to learn more about.

In particular I was interested in the faculty who were involved in the FSRN and how they became involved in this service-learning approach to teaching, learning, research, and service. I wondered what sustained them in this work, and how they might be benefiting from their involvement in service-learning. I was curious about their food security themed approach to service-learning. I decided to focus this study on faculty involvement in service-learning due to my role at my university and with the idea that I might one day be a faculty member engaging in service-learning pedagogy myself.

Purpose of Study

The purpose of this study was to explore faculty involvement with service-learning through a case study of faculty associated with the Food Security Research Network at Northern University. Two overarching research questions guided this study:

1. What attracts and sustains faculty involvement with service-learning?
2. What is the effect of incorporating a service-learning approach on faculty,

personally and professionally?

This qualitative case study uses an Appreciative Inquiry conceptual lens, focusing on the “generative and life-giving forces” (Watkins & Mohr, 2001, p. 14) that attract and sustain faculty involvement with service-learning. As Appreciative Inquiry values innovation, experimentation, and cocreation (Cockell & McArthur-Blair, 2012; Cooperrider & Whitney, 2005; Reed, 2007; Whitney & Trosten Bloom, 2010) these research questions were intentionally broad. It was through the participants’ stories and the relational process (McNamee & Hosking, 2012) of the Appreciative Inquiry interviews that my participants and I cogenerated the findings from this study. As Cooperrider and Whitney (2005) note, drawing on jazz music to explain how AI works, “like great jazz improvisation...each AI is a new creation, an experiment that brings out the best of human organizing” (p. 13). The Appreciative Inquiry approach provided the framework for the questions and interpretation of data in this study.

Research on service-learning generally situates this pedagogical approach as being beneficial for all those who are involved—students, community members, higher education institutions, and faculty members. It is said to enrich classroom teaching and deepen student learning of course content while potentially providing transformative personal experiences for students. It is also said to be beneficial for the “community” (variously defined, but could include representatives of nonprofit, and sometimes for-profit, organizations, government departments et cetera—on campus, locally, nationally or internationally) that partners with the higher education institution and for the higher education institution itself.

This study grouped faculty associated with the FSRN into three categories, based on the current status of their involvement with service-learning. Group One faculty include those FSRN faculty currently incorporating service-learning. Group Two faculty have indicated an interest in service-learning but have not yet started to implement this approach. Group Three faculty incorporated service-learning and then stopped doing so. I divided the faculty into these groups in order to more deeply answer my research questions, in the belief that faculty in each of these groups potentially shed light on elements of faculty attraction to and involvement with service-learning, and the effects thereof.

There have been relatively few studies on the attraction to, and the effect of, service-learning on faculty members. Of the studies completed to date, most have tended to use a survey design (O'Meara, 2013).

Although studies of faculty engagement with service-learning have found that the incorporation of service-learning has been beneficial for faculty members professionally and personally, there is an overtone in the existing literature that emphasizes how difficult it can be for faculty to engage in this pedagogy. O'Meara, Terosky, and Neumann (2008) refer to this overtone as a "narrative of constraint" (p. 2). Service-learning is said to involve more time and work for faculty, to be harder to assess, and often does not count positively in promotion and tenure decisions (Abes, Jackson, & Jones, 2002; Bulot & Johnson, 2006; Butin, 2007; O'Meara 2002, 2008). Yet faculty are crucial to the survival, growth, and institutionalization of service-learning. Bringle and Hatcher (1996) note that "faculty involvement is critical because service learning in its most common form is a course-driven feature of the

curriculum” (p. 227). Bringle, Hatcher, and Games (1997) state that “because service learning represents curricular reform, it lives and dies with faculty, who play a key role in developing, implementing, and sustaining service learning within the academy” (p. 44).

The studies that inform the service-learning field tend to be based in the United States, and there is a lack of information on faculty experiences in Ontario or Canada. Our Canadian university structure and funding are different from those in the United States. Additionally, we are at a different stage of growth in this field than is the United States. While the United States based literature might inform the field in Canada, it is possible that it does not speak to our context or approaches in service-learning.

As this study is based at an Ontario institution, it will expand the literature on the experiences of faculty members engaging in service-learning in Ontario, addressing a significant gap in the existing literature. While case studies are not seen to be broadly generalizable (Stake, 1995), it is possible that this study will provide insight into the experiences of other faculty members who are service-learning practitioners in Canada and perhaps beyond.

In addition, O’Meara et al. (2008) note that in the current focus on constraints there is a missing piece in the literature on faculty work, that of “growth” (p. 2), which they view as “how and why faculty develop in their professional roles and lives” (p. 2). This study takes up their call for more studies of growth in faculty work, with a particular focus on faculty engaged in service-learning. The asset-based, Appreciative Inquiry approach incorporated in this study focuses on what can be learned from the

experiences of faculty members engaging in service-learning that might point to promising practices for attracting and sustaining service-learning faculty that will be of value to others engaging in service-learning themselves or supporting those faculty members who do.

Definitions

While I wish to honour the Canadian terminology of community service-learning, this dissertation incorporates literature from both American and Canadian sources; therefore I more frequently use the term service-learning (SL) in an effort to relate to the field in its broader sense. I use community service-learning or CSL when quoting literature or participants who have used those terms.

In this dissertation, “community partners” is the term used to refer to partners who either administer community-based programs or reside in the communities beyond the Northern University campus and with whom FSRN faculty engage. While faculty and students are also community partners, in that they are part of the Northern University community and are part of the community in the service-learning projects, for clarity the term “community partner” is used in this work to denote people who come from outside of the Northern University community and who partner with the FSRN.

In this dissertation I refer to service-learning as a pedagogy. I use the term “pedagogy” to refer to faculty members’ “teaching philosophy and practice, including choice of student-learning and assessment activities” (Christensen Hughes & Mighty, 2010, p. 11.) When I refer to traditional approaches to teaching and learning I am referring to a lecture-based format, where faculty members impart knowledge to

students in a one-way transmission process, rather like Freire's (1970/1994) "banking model."

The term "interdisciplinary" has multiple, contextual, meanings when used in higher education settings (Klein, 2010; Rhoten & Pfirman, 2006). Rhoten and Pfirman note that the various meanings have an underlying similarity, namely that interdisciplinary (or interdisciplinarity) means "the integration or synthesis of two or more disparate disciplines, bodies of knowledge, or modes of thinking to produce a meaning, explanation, or product that is more extensive and powerful than its constituent parts" (p. 58). I use the term interdisciplinary in this underlying sense.

Context for the Study

Established in 1965, Northern University is a comprehensive university situated in northern Ontario, Canada. As of 2010 there were 8,000 students enrolled at Northern, of whom just under 7,000 were full-time (Northern University, 2010). Approximately 58% of Northern University's students come from areas outside of northern Ontario (Northern University, 2010). The university has nine Faculties, namely: Business Administration, Education, Engineering, Graduate Studies, Health and Behavioural Sciences, Medicine, Natural Resource Management, Science and Environmental Studies, and Social Sciences and Humanities (Northern University, 2010).

Northern University is a regional university. Schuetze (2010) writes of regional universities having "close links with the environment and contribut[ing]] to the development of [the] region" (p. 16), a description which fits Northern University. In addition it has a strong research mandate (Connie Nelson, personal communication,

2010).

The Food Security Research Network

The Food Security Research Network is comprised of faculty, staff, students, and community partners. As of 2010 there were 27 faculty members from across the university engaged in service-learning initiatives associated with the FSRN (FSRN, 2010a). The FSRN has adopted a themed approach to service-learning in which service-learning is organized around the theme of food security, namely sustained access to food. The university website describes their service-learning vision as follows:

We believe that giving students opportunities for community engagement in food security within academic course requirements will establish life-long learning skills to build the capacity of civil society and enhanced community well-being.

We see that the melding of academic and community goals provides a medium for a growing shared knowledge base and the practical application of research. We envision the Food Security Research Network in Northwestern Ontario as providing a model for growing vibrant local economies. (Food Security Research Network, 2010b, para. 1–2)

The FSRN approach to service-learning is innovative in several ways, including its focus on interdisciplinary work and its themed approach. The FSRN situates service-learning as both a form of teaching and the basis of research (FSRN, 2007). Service-learning courses offered in conjunction with the FSRN have the objective of deepening the disciplinary content related to academic courses through the

addition of practical, community-based experience in a manner that benefits both the students and their communities (FSRN, 2010c). In 2009/2010, FSRN faculty collectively spent 6,720 hours on teaching, supervision, research and community outreach activities related to food security (Connie Nelson, personal communication, 2010).

Background on the Food Security Research Network (FSRN)

Helen is the founding and current director of the FSRN. She is a faculty member in the Faculty of Health and Behavioural Sciences. She has held various senior administrative roles at Northern University, including that of Dean of Graduate Studies and Research, and has long been involved in community-based teaching and research. Helen is a service-learning practitioner who is actively involved in service-learning initiatives, along with her students and community partners.

Having an interdisciplinary bent, Helen is comfortable working across disciplines and quickly sees connections to food security within and across disciplinary content. As part of her director's role she is involved in working with, and mentoring, faculty members and their students in community-based research or courses. She also works in conjunction with several undergraduate and graduate students who perform staff roles within the network. She has been key to initiating several of the FSRN's activities.

Although she is officially the director of the FSRN, Helen feels that the FSRN "is not a bureaucratic structure, and she does not really 'direct' it" (Cameron, 2010, p. 21). Informed by Complexity Theory (Folke, et al., 2010; Simmie & Martin, 2010;

Walker & Reid, 2008), the network operates more like a constellation of networks, with a unifying vision around food security.

The Contextual Fluidity Partnership Model

The FSRN's focus on food security, approached from various disciplinary and interdisciplinary perspectives, operates on a "Contextual Fluidity Partnership Model" (Nelson & McPherson, 2003, 2004), based in a framework of community capacity building (Nelson & Stacey, 2004a, 2004b, 2005). Helen describes this approach to service-learning as "playing jazz with the local food system" (Cameron, 2010, p. 21). Rather like a jazz player, each faculty member approaches service-learning in ways in which "they are interpreting the same melody – but they are all doing their own riffs" (p. 21). Improvisation, or experimentation, is key to the work of faculty in the FSRN; however, as Westley, Zimmerman, and Patton (2007) note when pointing to work by Karl Weick on understanding leadership and organizations through jazz music, "the ability to improvise [in jazz music] rests on a deep-seated understanding of musical patterns and the ability to listen intently and respond to what fellow musicians are doing. No one and everyone leads in a jazz group" and "the unexpected is the rule" (Westley, Zimmerman, & Patton, 2007, pp. 153–154).

The Contextual Fluidity model has five essential components that are interconnected and guide the service-learning approach (Nelson, 2009; Nelson & Stroink, 2010; see Figure 1 on the following page), which I now briefly outline.

The contextual fluidity model provides both the philosophical framework for FSRN service-learning partnerships and the principles for action. The *vision* to create a "food-secure community" is both the starting point for activities of the network

(FSRN, 2011) and its overarching focus. The approach is relationship driven. The model embraces *strange attractors*, namely the people or events that appear in unplanned ways and create new opportunities. Through a *fluid* and *context-driven* approach, the model recognizes that knowledge is not the exclusive domain of the academic and does not privilege one partner over the other. Faculty members and students are seen to be part of the community and operate from within the community, and therefore there is less chance of an “we-them” mentality (FSRN, 2009, p. 11) in which representatives of the university are seen as being separate from the community organizations and their members, the latter being a critique of some service-learning work (Stoecker & Tryon, 2008; Zlotkowski, 1995/2011).

The FSRN model encourages faculty members to get out into the broader community setting along with their students and community organization partners. Whereas in many universities there are staff members who act as liaisons, making the connections between community organizations and courses, the FSRN approach does not involve an “intermediary” between faculty and community partners. According to Helen, the model calls for faculty to be “out doing the messiness of community work” (Cameron, 2010, p. 22). Therefore, in addition to the usual faculty responsibilities related to course design and implementation, faculty members are also part of the service-learning experience itself, and they gain from these experiences. Cameron (2010), in his overview of the FSRN, notes that

the faculty member becomes a custodian of what the students and the community partners have learned together. That institutional memory is the way that the university itself grows and develops not only in its relationship

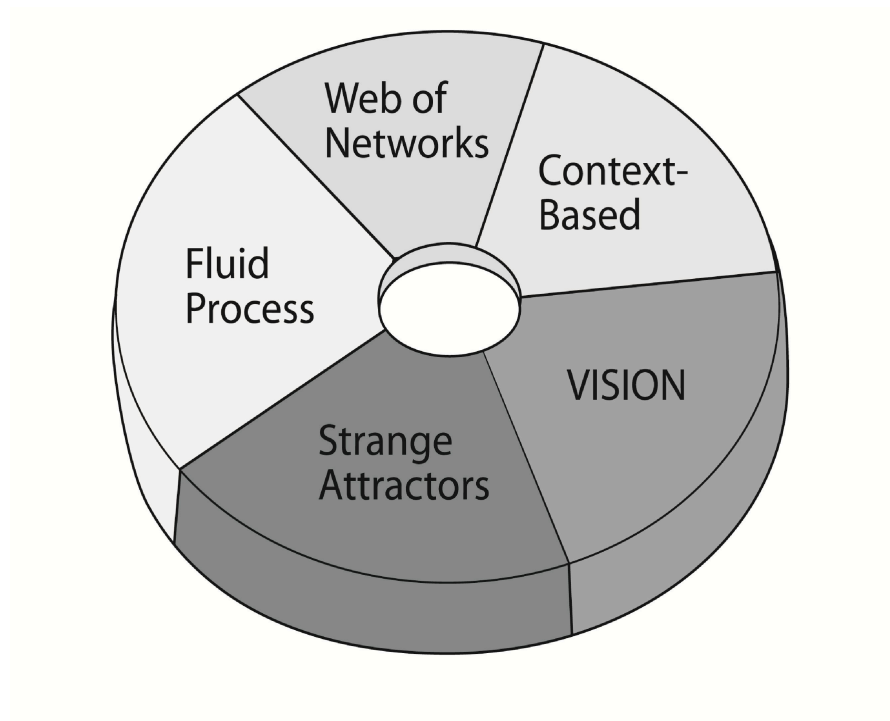


Figure 1. The Contextual Fluidity Partnership Model.

Note. From “The impact of a university wide food security partnership model on faculty engagement with community” by C.H. Nelson, & M. Stroink, in press. *Journal of Higher Education Outreach and Engagement.*

This diagram reflects the Contextual Fluidity Partnership Model (CF), which was developed by Nelson and McPherson (2003, 2004). Reprinted with permission of Information Age Publishing (IAP). All rights remain with IAP.

with its community, but in its relationship to knowledge itself. (p. 22)

The model therefore encourages an approach where the outcomes from the service-learning initiatives have a broad effect that goes beyond the partners and the project.

A Brief History of the Network

During 2005 and 2006, the J. W. McConnell Family Foundation provided funding to 10 universities across Canada to assist them in implementing service-learning. Northern University was one of these universities, receiving funding for a 5-year period and enabling the creation of the FSRN. The 2006 call for proposals was the second call from the McConnell foundation, and Helen advised me that she had come across it in passing. She immediately realized that it was a great fit with her personal interests and teaching philosophy and could be a catalyst to foster sustainable food security in the broader community. She had the novel idea of a themed approach to service-learning. In an interview with Helen she noted that

there was nothing in the proposal that said you had to have a theme, in fact nobody had a theme. I did my homework and I read through every proposal that McConnell had funded in Round 1 . . . and thought “we’ve got to do something different.” We can’t be look-alikes. This is finally my chance to take my passion and background in agriculture and propose that we do a theme.

Her themed approach to service-learning resonated with faculty and community partners when she proposed it, and the formation of the FSRN, at a meeting of interested parties from the university and the community. Fourteen community partners, who represented 60 community groups (FSRN, 2005) signed on as part of

this FSRN initiative, adding their names in support of the proposal (Cameron, 2010, p. 21).

The J. W. McConnell Family Foundation provided substantial funding to the FSRN, with Northern University contributing an increasing amount of the funding for this initiative over the 5-year period (Nelson & Stroink, 2010). As part of the J. W. McConnell Family Foundation funding, there is “innovation fund” money for the development of new service-learning courses, but any ongoing course-related expenses come from departmental budgets (FSRN, 2009), the latter being a deliberate strategy to encourage the sustainability of service-learning at Northern.

According to Helen, the FSRN faculty members often became involved with service-learning through research opportunities, which then became integrated into their teaching. FSRN faculty tend to refer to service-learning as CSL and generally have a broad definition of service-learning, in line with the Contextual Fluidity Partnership Model. Helen recognizes that when faculty start implementing this pedagogy they may not always be incorporating service-learning strictly as defined by scholars in the field. Their teaching might still be more traditional in nature, with elements of a service-learning approach. Helen does not see this as being problematic, but rather as an initial level of engagement that will grow more in line with service-learning pedagogy with experience. Rather like her jazz metaphor, she wants to encourage the variations and the contextual approaches.

The FSRN has emphasized the building of courses across disciplines, as well as encouraging interdisciplinary offerings. As of 2010, 17 disciplines across six faculties were involved with the FSRN and 53 service-learning courses had been completed

(Nelson & Stroink, 2010). FSRN-related course offerings outlined in Table One on the following page, a table quoted from Nelson and Stroink's (2010) chapter on student engagement in service-learning associated with the FSRN, indicate the range and diversity of courses offered with a food security connection.

In addition to course-based food security initiatives, there are FSRN projects that operate outside of a curricular framework which link back to course content.

These include:

- the making of a movie entitled *Northern Grown: How is Thunder Bay Feeding Itself?* concerning food security in the greater area, which includes a focus on local food growers and distributors
- the operation of various community gardens
- the annual "Food Forum" which showcases local partners and work completed by the FSRN and its partners over the last year

In Appendix A of this dissertation I include a diagram (Nelson & Roy, 2012) that provides an overview of the range of community partners and initiatives associated with the FSRN, both within and outside coursework. I include this diagram to show the range of partners working with FSRN faculty and students.

Food Security: A Themed Approach

The theme of food security was chosen as the central focus for the Food Security Research Network due to a

desire to build a more sustainable city and region . . . recognizing that food security is a tangible and critical area of civic engagement for our students, and that there is a high level of enthusiasm throughout the community for

Table 1*Service Learning Course Examples and Community Partners*

<i>Biology Plant Propagation Course</i> Partners: local commercial growers and home-based gardeners	Students engage with the community to gain the community's knowledge of local native food sources. The students learn how to apply propagation techniques to these local food sources, thus enhancing the possibility of saving and reproducing local food sources.
<i>Forestry Soils Course</i> Partners: community gardens, city, churches, civic organization supporters of local gardens, and agencies dealing with food security issues.	Never before has food security been so vital to building healthy and sustainable communities. At the root of food security is stable, productive soil. Students work closely with community members to collect, analyze and interpret soil samples from local gardens and/or farms.
<i>Forestry - Fish and Wildlife Practice</i> Partner: – Northwestern Ontario Sportsmen's Alliance (NOSA)	The students conduct a survey to better understand why the people of Northwestern Ontario hunt. We are interested in the amount of time people spend hunting and angling, and whether or not these activities make a significant impact on enhancing food security by consuming fresh and preserving the meats for winter use.
<i>Forestry - Aboriginal Forest Management</i> Partners: Matawa First Nations	The students engage with First Nation communities to understand how current management practices affect food security from boreal forest food sources.
<i>Sociology – Research Policy Course</i> Partners: First Nation communities, Treaty	Students are given themes like “Why is milk 5 times more expensive in (Name of City) than in

<p>governance staff, sports fisher people, sportswriters, CBC radio staff, ministry personnel, local restaurants</p>	<p>Attawapiskat?”, “Why is bannock not sold at McDonalds?”, and “What are the food security implications of declaring sturgeon to be a species at risk?” Different and divergent stakeholders’ perspectives are explored. The outcome is a roundtable presentation of various stakeholders’ positions on the issue. Debating and discussing different positions aids the community partners and the students to being more sensitive to the complexity of food system issues and the challenges to resolving them.</p>
<p><i>Psychology – Environmental Psychology</i></p> <p>Partners: EcoSuperior, Earthwise, Northern University Community Garden, Northern University Student Union, City of (Name of City) - Active Transportation</p>	<p>Students work with community partners to link academic material on the social-psychological, cultural, and structural factors underlying sustainable behaviour with community knowledge and experience in building sustainability. This exchange of knowledge feeds students’ development of a research proposal and community presentation that demonstrate the potential for community-based research to contribute to the development of resilience and sustainability in the food system and wider community.</p>
<p><i>Master of Public Health – Directed Studies</i></p> <p>Partners: First Nation communities</p>	<p>Students engage with First Nations communities in developing a place-based program manual for use in programs that promote food security and holistic health. The emphasis is on establishing guidelines where communities are encouraged to connect with their cultural teachings, food knowledge and</p>

	existing resources.
<p><i>English – Food, Writing and Community</i></p> <p>Partners: Local farm marketing operations, local farm production organizations, networks that deal with food security</p>	<p>Students work in groups with an interested community partner to offer writing support: first auditing existing discourse (advertising, promotions, mission statement, web, public relations, and advocacy) and then working with the partner to create and implement a communications/writing plan. As part of the course, students will get hands-on training in a variety modes and genres of writing.</p>
<p><i>Social Work –Theory Course</i></p> <p>Partners: The Ogden-Simpson Veggie Garden Project and their networks of city planners, corrections farm, local churches, neighbours</p>	<p>The Community Service Learning (CSL) component of this course focuses on students assisting the Ogden-Simpson Veggie Garden Project in building city block- based community capacity in the activity of using gardening to enhance food security and simultaneously to build relationship between neighbours ‘over the backyard fence’. The long term vision is to effect sustainable changes in how we relate as human beings towards each other, our environment and our own wellbeing while enhancing local food security so that all can put food on their own tables with dignity.</p>

Note. From “Benefits to students of service-learning through a food security partnership model.” By C.H. Nelson & M. Stroink, 2010, in J. Keshen, B.E. Moely, & B.A. Holland (Eds.) *Research for what? Making engaged scholarship matter* (pp. 171–199). Charlotte, NC: Information Age. Reprinted with permission of IAP, which retains all rights.

partnering with the university. (FSRN, 2005, p. 4)

The initial funding proposal prepared by the FSRN for the J. W. McConnell Family Foundation included a definition of food security, drawn from the Rome Declaration of World Food Security definition, namely that:

Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. (Rome Declaration of World Food Security, 1996, as cited in FSRN, 2005, p. 4)

The theme of food security relates to everyone, which encourages the partners to engage in the work as co-contributors.

Overview of the dissertation

In this chapter I have introduced the topic of my study along with the rationale for its focus and some background contextual information on this study's setting. In Chapter Two I provide background on service-learning and its theoretical foundation. I contribute insights into the adjustments that faculty members make when they teach with a service-learning approach. I address the current state of community service-learning (CSL) and higher education in Canada. I conclude with literature on faculty engagement in service-learning through a consideration of factors that attract or deter faculty in this work. In Chapter Three I provide an overview of the methods used in this study. In Chapter Four I report on the results of the study, which I discuss in relation to selected literature in Chapter Five.

CHAPTER TWO: REVIEW OF THE LITERATURE

In this chapter I include a synthesis of the literature that provides the broader context for this study. I provide an overview of service-learning, particularly to acquaint readers who might not be familiar with this literature, and to situate the work of the faculty in this study in the broader context of the service-learning field. I then consider the state of service-learning in Canada. In addition, to provide the context on the nature of faculty work in Canada, I include some information on the current environment in Canadian higher education. I then explore the nature of faculty involvement in service-learning. I provide an overview of the literature relating to faculty attraction to service-learning and the benefits and obstacles of faculty engagement with service-learning.

Service-Learning

Bringle and Clayton (2012) state that the two distinguishing features of service-learning relate to its focus on civic outcomes and reciprocal processes. They note that while there is no single definition for service-learning, it is commonly accepted that this pedagogy

involves the integration of academic material, relevant community based service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal learning outcomes as well as to advance public purposes. (Bringle & Clayton, 2012, p. 105).

Differing definitions allow for practitioners and researchers to place the emphasis where they see fit, allowing for “different assumptions, ideologies, norms, and

identities of different personal, organizational, and cultural contexts” (Bringle, Clayton, & Hatcher, 2013, p. 5).

Having no commonly accepted definition for service-learning can be a drawback for the field, making it harder to compare research findings across studies (Billig, 2004; Bringle, et al., 2013). For institutional clarity, Bringle and Hatcher (1995) suggest that higher education institutions need to adopt an institutional definition for service-learning. They suggest that while faculty might feel they know what service-learning is, in fact they may be confusing service-learning with other forms of experiential education such as co-op, internships, or volunteerism.

Theoretical Grounding

Service-learning, as a pedagogy and epistemology, builds from a wide variety of theories. It is primarily grounded in the work of Dewey, Freire, and Kolb (Eyler & Billig, 2003), with the work of Freire and Kolb building on some of Dewey’s ideas. All three theorists include the concept of blending “action and reflection, theory and practice, means and ends, self and society” into relations that are potentially transformative (Deans, 1999, p. 20). Dewey and Freire both advocate for active citizen engagement and view education and civic involvement as intertwined (Deans, 1999). Dewey’s concept of action and reflection are key to service-learning (Chambers, 2009). Freire contributes a focus on “critical consciousness” and “praxis” (Deans, 1999, p. 20), encouraging a blending of theory and practice with a critical lens.

Service-learning is also said to draw from the work of Jean Piaget, Kurt Lewin, and Donald Schön, among others, who, like Dewey, Freire and Kolb, focused on

learning through action and reflection (Jacoby, 2003, p. 5). Dewey's work again provided a foundation for some of their thinking.

Billig and Eyler (2003) state that service-learning “has its roots in experiential education, internships, volunteerism, and project-based learning” (p. 255). They attribute a wide variety of fields as potentially contributing to service-learning including

contextual learning, place-based learning, problem-based learning, constructivism, environmental and ecological education, democratic education, cognitive psychology, and numerous other theories connected to learning....it is inherently multidisciplinary, attached to both academic and civic institutions, and linked to personal development in one form or another. (Billig & Eyler, 2003, p. 259)

Service-learning therefore falls under the umbrella of experiential education, although it is also nested within various other terms such as community engagement, community engaged scholarship, engaged pedagogies, et cetera.

Distinguishing Service-Learning

Sigmon (1979) found that service-learning programs are differentiated by where they place the primary emphasis—on the service, the learning, or on both aspects equally. With an equal focus, the service is seen to enhance the learning, and the learning enhances the service (Sigmon, 1979). Ideally “service, combined with learning, adds value to each and transforms both” (Honnet & Poulson, 1989, p. 1).

Furco (2003) states that service-learning researchers and practitioners have had difficulty defining service-learning in ways that distinguish it from other forms of

experiential education. He notes that best practices in service-learning could often apply to other forms of experiential education as well. He, building on Sigmon's (1979) work, provides a diagram that represents service-learning, community service, field education, volunteerism, and internships on a continuum showing the intended beneficiary of the work (provider or recipient) as well as its primary focus (service or learning). According to his diagram, community service and volunteerism place more emphasis on the recipient and the service provided, field education and internships place more emphasis on the provider and learning outcomes, and service-learning is in the centre, with an equal focus on recipient and provider, service and learning (Furco, 2003).

Service-learning by its nature is integrated learning. Howard (1998) notes that “academic service learning is not about the addition of service to learning, but rather the integration of service with learning” (p. 21). In addition it integrates experiences in community and classroom settings, with the learning in both settings having equal emphasis (Howard, 1998). Service-learning balances the “more abstract and theoretical material of the traditional classroom” with the opportunity to test these ideas in the “so to speak, ‘real’ world”, while also providing opportunities for students to compare community-based experiences with learning from the classroom (Vogelgesang & Astin, 2000, p. 149).

Reciprocity is key to service-learning (Giles, 2010; Jacoby, 1996; Mintz & Hesser, 1996; Sandmann, Kliwer, Kim, & Omerikwa, 2010). Saltmarsh et al. (2009) comment that “reciprocity specifically signals a shift in campus-community partnerships toward relationships that are defined by a multidirectional flow of

knowledge and expertise” (p. 11), extending the role of community partners into areas that were previously considered to be academic work (Saltmarsh et al., 2009).

Reciprocity therefore relates to power, relationships, and epistemology. It also points to an underlying value system in service-learning (Giles, 2010; Jacoby, 1996), namely that the university partners (for example, faculty or students) work “with,” not “for” their community partners (Jacoby, 1996; Saltmarsh, 2010). They jointly contribute to scholarship in a manner that encourages “shared authority and power” (Saltmarsh et al., 2009, p. 11).

Service-learning is an approach to teaching and learning, but it is also a means to social justice, leadership development, and other valued outcomes (Howard, 1998) that may be transformational in nature. It can have a research component (Felten & Clayton, 2011), for example students engaging in research on behalf of a community organization on matters that also relate to the associated course’s content. Service-learning can involve short-term placements, semester-long engagement, or multiple year or multiple course projects (Felten & Clayton, 2011). Partnerships can involve working with communities that are on campus, in the local area, it can have a national or international focus, and can be delivered in an on-line format (Felten & Clayton, 2011).

Service-Learning as Pedagogy

Howard (1998) notes that service-learning pedagogy is counter-normative in nature. He comments that this pedagogy represents a dramatic shift from traditional methods of teaching, which would normally involve a lecture format. Due to the nature

of the pedagogy, service-learning shifts teaching environments from “banking” to “dialogue” (Saltmarsh, 2010, p. 331, drawing from the work of Freire, 1970/1994).

Most faculty members come to service-learning with “traditional expectations and norms” (Clayton & O’Steen, 2010, p. 105) and view this pedagogy through their ‘old’ interpretive lens” (Clayton & Ash, 2004, p. 60). Even with the best intentions of implementing this new approach, faculty can revert to old approaches by

trying to force-fit experiential learning outcomes into the standard assessment procedures that we and our peers trust, and . . . fall back into “sage on the stage” mode when we feel the semester slipping away with less-than-hoped for content coverage. (Clayton & Ash, 2004, p. 61)

Faculty can therefore find this method of teaching challenging as they shift their role to facilitator and give up control of the learning in the process of co-creation with students and community partners (Clayton & Ash, 2004; Howard, 1998). Teaching with service-learning can therefore result in substantial changes for faculty—for example in the nature of roles, assignments, sources of knowledge, time, and workload changes (Clayton & Ash, 2004).

Overall teaching and learning with a service-learning approach is potentially a “transformative process” that requires participants to “shift their perspective . . . and practice” (Clayton & Ash, 2004, p. 60) as they get involved in and encounter the confronting, dissonance-producing effects of engaging in service-learning. This pedagogy engages faculty and their partners in “the ‘real world’ messiness and unpredictability, [and] complexities of social change processes” (Clayton & Ash, 2004, p. 59) inherent in service-learning. The faculty “task is . . . to see--and to help

our students see--uncertainty, confusion, insecurity, and frustration as normal, acceptable, and even beneficial dimensions of learning.” (Clayton & Ash, 2004, p. 61). Learning to teach with a service-learning approach is often accomplished experientially; faculty learn what works best while in the process of teaching a service-learning course (Clayton & O’Steen, 2010).

Approaches to Service-Learning

Chambers (2010) suggests that approaches to service-learning “range” from focusing on the short-term needs of a community to “attempting to radically alter social systems and ways of thinking about social problems” (p. 92). Butin (2010) posits that there are four general approaches to service-learning, with overlap between the approaches. He refers to these approaches as perspectives and names them as technical, cultural, political, and anti-foundational (p. 8).

According to Butin (2010), the technical perspective is an approach to service-learning that links the content of service-learning to technical measures such as student learning and other metrics of interest. It focuses on service-learning itself and links the approach to various technical outcomes, including educational reform. The cultural perspective shifts the focus from the approach itself to consider the meaning that occurs in the process of this experience. It focuses on elements such as the individual knowledge gained from those who are different from oneself, for example in racial, ethnic, class and sexual orientation (Butin, 2010, p. 10). A “cultural perspective privileges the affective, ethical, and formative aspects of service-learning” (Butin, 2010, p. 10). Within the political perspective service-learning is seen to be both transformative and also potentially “repressive” (Butin, 2010, p. 11). Service-learning,

viewed from this perspective, is potentially a means to counter hegemony and hierarchies but also perhaps to recreate or reinforce the status quo (Butin, 2010). A political perspective emphasizes “power (im)balances, questions of legitimacy, allowed and/or silenced perspectives, and negotiations over neutrality/objectivity . . . innovation is examined and challenged on normative, ethical, epistemological, and ontological grounds” (Butin, 2010, pp. 10–11). An anti-foundational approach to service-learning encourages questioning and doubt. This approach

is about disrupting the unacknowledged binaries that guide much of our day-to-day thinking and acting to open up the possibility that how we originally viewed the world and ourselves may be too simplistic and stereotypical. (Butin, 2010, p. 13)

The anti-foundational approach is more about questions than answers.

While this typology is Butin’s rather than the field’s, it provides a useful overview of the range of approaches to service-learning. Faculty members from different disciplines and ideologies can choose the approach that fits them, the course, and their objectives. As with the definition, there is no single approach to service-learning.

Incorporating a service-learning approach can provide a pathway to advance faculty beliefs about knowledge and the role of the university. As illustrated in Butin’s (2010) typology, service-learning is not only a means to teaching and learning, it is also about epistemology and, potentially, about transformation.

Service-learning as Epistemology

Saltmarsh (2010) uses the term “engaged pedagogy” to depict a pedagogy that is “active and collaborative . . . [and] tied to community-based public problem solving” (p. 331). He notes that engaged, or “changed pedagogies” as he simultaneously refers to them, serve as a means to reexamine epistemologies, cross disciplines and, along with “engaged service” and “engaged research”, become part of faculty roles and perhaps even part of the “engaged campus” (Saltmarsh, 2010, p. 331). He sees this epistemological shift as one that is at the base of faculty roles (teaching, research, and service) but also one that can change the institution itself.

For those of us in higher education who are interested in the multiple meanings of changed pedagogies, we are often involved in a subversive activity. In changing teaching and learning we seek to teach the content knowledge of our disciplines more effectively, but we also seek to cross disciplinary boundaries. We seek to change our classrooms, but we also seek to change institutional structures and cultures that delegitimize new forms of knowledge creation and different ways of knowing. We view educational practice not as a commercialized, credentialized, commodified end in itself but as a means to the larger end of active participation in a diverse democratic society. Changing pedagogy changes everything. (Saltmarsh, 2010, p. 332)

Saltmarsh (2010, 2011b) draws from the work of Schön (1995) for his argument that by broadening the scope of legitimate scholarship (reminiscent of Boyer, 1990, 1996) one is calling for a new epistemology that recognizes community-based scholarship. An extension of this thinking, Saltmarsh (2010) argues, is to recognize that changed

pedagogies, which are “localized, relational, practice-based, active, collaborative, experiential, and reflective” (p. 340), require a new epistemology that fits the practice.

Saltmarsh (2010), like Schön, sees epistemology at the centre of curriculum, pedagogy, scholarship, and the institutional environment. He, along with his coauthors, (Hartley, Saltmarsh & Clayton, 2010; Saltmarsh & Hartley, 2011; Saltmarsh, Hartley, & Clayton, 2009) consider how, even in engagement with communities, universities tend to work from an expert-centered model, which they refer to as “technocratic, scientific or positivist” (Saltmarsh, 2010, p. 345). This model focuses on the university as expert, applying its expertise in the community (Saltmarsh, et al., 2009). The university is at the centre of the problem-solving on behalf of the community. In contrast, these authors discuss a “democratic framework” in which, as Saltmarsh (2010) explains, one

seeks the public good *with* the public—not merely *for* it—as a means for facilitating a more active and engaged democracy. Reciprocity signals an epistemological shift that values not only expert knowledge that is rational, analytic, and positivist, also a different kind of rationality that is more relational, localized, and contextual. (p. 346)

Saltmarsh (along with other authors such as Clayton & O’Steen, 2010; Saltmarsh, et al., 2009) considers how this epistemological shift results in knowledge generation that becomes “co-created” within a framework of shared power and democratic engagement, with community partners and students. Community partners and students therefore become knowledge producers along with their faculty partners, they collectively engage in community-based work, and together engage in “a public

culture of democracy as part of the work of higher education” (Saltmarsh, 2010, p. 348).

Community-based teaching, learning, and scholarship are grounded in the position that knowledge is socially constructed and that the lived experience and cultural frameworks that the teacher and learner bring to the educational setting form the basis for the discovery of new knowledge. This position is antithetical to the dominant epistemological position, which sees knowledge as objectified and separate from the knower, thus assigning little value to the knowledge and experience that the learner brings to the learning environment (Belenky, 1986; Gibbons et al., 1994). (Saltmarsh, 2011b, p. 351)

Service-learning, as an engaged pedagogy and a form of community-based teaching, learning, and scholarship, is therefore potentially challenging the dominant epistemology of higher education and opening up spaces on campus or in the broader community for faculty and their partners (students and community members) to co-create knowledge while also working on community-based projects of importance to the partners.

Institutional Implications

In addition to changing teaching and learning, sustaining changed pedagogies requires changed institutions (Saltmarsh, 2010). Saltmarsh draws on the work of Eckel, Hill, and Green (1998) to suggest that the institution would need to undergo “transformational change,” wherein the organization’s culture transforms to reward and foster this epistemological and pedagogical change. Saltmarsh notes that for these changed pedagogies to survive within institutions they will “need to be embedded in

the shared norms, beliefs, and values of the institution—embedded in the institutional culture” (Saltmarsh, 2010, pp. 349–350).

Saltmarsh (2010) positions this vision of a changed institution as holding “promise”; he sees it as being the pathway to the “reshaping of higher education to better meet its academic and civic missions in the twenty-first century” (p. 350).

Institutional benefits. Higher education institutions benefit from service-learning initiatives. Outcomes relate to fulfillment of the institution’s mission and strategic goals (K. Ward & Wolf-Wendel, 2000) and even perhaps lead to economic gain as a result of endowments to support this work (Gemmel & Clayton, 2009; Holland, 2009), research partnerships with community partners, increased student enrolment or retention (Gemmel & Clayton, 2009). Chambers (2009) notes that service-learning is a way to show “the value of investing public dollars in post-secondary education” (p. 93). It portrays the university in a positive light and as a contributing partner in the surrounding community (Axworthy, 2009; Chambers, 2009; Gemmel & Clayton, 2009).

Bringle and Hatcher (2009) acknowledge service-learning as a contributor to metrics of value to higher education institutions, namely

accreditation, program review, and publicity about community engagement to external audiences (community leaders, community partners, and prospective students, for example), information for funding allocations and resources (the board of trustees, granting agencies, and legislators, among others), and internal purposes (including annual reports, benchmarking, faculty roles and rewards, recognition, and strategic planning). (pp. 40–41)

Axworthy (2009), from the University of Saskatchewan, comments that the university can be a leader in the realm of public policy through this community-based work, in that it can demonstrate its ability to

use its basic mandate to meet contemporary social and economic issues through its own initiative and not simply be responsive to public policy demands. In fact our work can help set new paradigms for public policy. (p.19)

This work therefore holds the promise of transforming higher education and assisting higher education in being a contributor to, or perhaps driver of, broader societal and policy change. In effect, service-learning potentially challenges higher education institutions, through being a “subversive activity” that seeks to foster institutional change, while also potentially benefiting the institution in measures of importance to the institution.

In addition to institutional gains, service-learning is also said to lead to positive outcomes for students, faculty, and community partners. The service-learning literature has most often focused on student outcomes in service-learning (Driscoll, 2000; K. Ward & Wolf-Wendel, 2000), but researchers are now exploring the outcomes for other partners in service-learning. The following section briefly highlights some of the literature on service-learning outcomes.

Student benefits. Eyler, Giles, Stenson, and Gray (2001) note that student outcomes include “personal and interpersonal development, . . . commitment to service . . . cultural and racial understanding, [and] improved academic learning (problem analysis, critical thinking, and cognitive development),” and that student involvement with service-learning “enhances career development and the students’ ability to apply

what they have learned in the ‘real world.’” (p.1–4). Astin, et al. (2006) found that engaging in service-learning during higher education “is associated with increased civic leadership, charitable giving, and political engagement after graduation” (p.122). Astin, Vogelgesang, Ikeda, and Yee (2000) found that student engagement in service-learning leads to academic, personal growth, and civic learning outcomes. In addition to outcomes already mentioned, they note that students’ interest in their subject increased, their writing skills improved, they became more aware of their world, and they had more interest in a service-related field.

Faculty benefits. In her overview of studies of faculty, Driscoll (2000) noted that faculty outcomes from engaging with service-learning had been an underresearched area. There is now an expanding area of literature focusing on why faculty incorporate service-learning into their work (for example, Abes et al., 2002; Antonio, Astin & Cress, 2000; Astin et al., 2006; McKay & Rozee, 2004; O’Meara, 2008, 2012) and on how they might benefit, for example from engagement with their community partners (Colbeck & Janke, 2006; Janke, 2009). Eyler et al. (2001) report that engagement in service-learning leads to an increased faculty commitment to research and an increasing desire to incorporate service-learning into their courses (p. 8). It also provides an avenue for faculty to pursue causes of personal significance (Antonio, Astin & Cress, 2000; Astin et al., 2006), to enhance student learning of course content (Abes et al., 2002; Bringle, et al., 1997; Eyler et al., 2001; Hammond, 1994; McKay & Rozee, 2004) and to build on their own community engagement experiences (Driscoll, 2000; E. Ward, 2010). I explore these benefits in more detail later in this chapter.

Community Partner benefits. Community partner outcomes from service-learning is said to be an underresearched area (S.R. Jones, 2003; Sandy & Holland, 2006; K. Ward & Wolf-Wendel, 2000). Community partner organizations can, and hopefully do, gain from service-learning partnerships. These gains potentially include: an increase in program offerings due to student participation in program delivery and leadership (Bushouse, 2005; Vernon & Foster, 2002; Worrall, 2007), an infusion of new ideas and enthusiasm in programs from student involvement (S.R. Jones, 2003; Vernon & Foster, 2002) and students connecting with the youth in community programs and potentially becoming role models for them (Vernon & Foster, 2002, Worrall, 2007). Community partners often consider these relationships to be reciprocal, as they view themselves contributing to the education of students, and they value this role (Basinger & Bartholomew, 2006; Sandy & Holland, 2006; Worrall, 2007). Involvement with students might therefore support the community organization's mission in two ways: through their contributions to building student knowledge on topics of importance to the organization (Sandy & Holland, 2006) and through what the community partners gain from working with students. The literature on community partner outcomes tends to focus on what community partners gain from their interaction with students and rarely mentions gains from engaging with their faculty partners.

Community Service-Learning in Canada

Service-learning, as it is known in the United States, is more commonly known as community service learning (or CSL) in Canada, emphasizing the community focus of this work (Smith, 2010). While the literature on service-learning in the United

States is abundant, there is still scant literature on community service-learning in Canada, and even less on community service-learning in Ontario. As Smith (2010) notes, the Canadian community service-learning movement draws heavily from the American service-learning literature for “theories, advice and precedents” (p. 5). For this literature review I rely primarily on literature from the United States, which points to the lack of literature that is Canadian based and also honours the contribution of U.S.-based literature to the community service-learning movement in Canada and elsewhere. A more comprehensive literature review of the rise of community service-learning in Canada is needed to document how our history with this approach to teaching, learning, research, and service might be similar to and different from that of other countries where service-learning is practiced.

It is common for Canadian universities to have a community-engaged focus to their mission (Keshen, Holland, & Moely, 2010; Schuetze, 2010), as it is in the United States, with community service-learning being one element of that focus. Fryer (Fryer, Wallis, Sattar, et al., 2007), like other authors such as Smith (2010) and Keshen, et al. (2010), notes that there are distinctions in how community service-learning is enacted in Canada compared with elsewhere. Fryer states that

as we develop this fledgling enterprise in Canada, we are trying to internalize the lessons learned through the experiences of our colleagues around the world, especially those in the United States. At the same time, we are aiming to develop new models for community service-learning and community engagement generally, that are grounded in and reflective of the Canadian context. (Fryer, as cited in Fryer et al., 2007, p. 8)

Smith (2010) notes that while a focus on democracy and the land grant university system have been driving forces for service-learning in the United States, that is not the case in Canada. Our university system is funded differently, and we have less of an overtly civic focus. In Canada, Smith argues, the rhetoric is around “the success of our diverse partnerships and the needs of local and global communities” and is “spurred by a vision to make university research and teaching and service more socially responsible and to make learning more engaging for contemporary students” (p. 5).

Service-learning has been a well-known philosophy, pedagogy, and area of scholarship in the United States for more than 30 years (Chambers, 2009; Stanton, Giles, & Cruz, 1999). Some scholars suggest that it is still an emerging field in Canada (Chambers; Fryer, as cited in Fryer, et al., 2007), although Keshen et al. (2010) suggest that the pedagogical approach has a similar length history in Canada but that CSL programs are relatively new. Fryer attributes Canadian interest in service-learning as stemming from a desire to enhance and deepen student learning and the student experience. (Fryer, as cited in Fryer, et al., 2007). She also views it as an extension of Canada’s historical and cultural roots of having a “social safety net,” namely a publicly funded health care system. She notes that “the drive to build community service-learning in Canada is grounded in this tradition of caring for each other, which . . . is related to factors such as our relatively harsh climate and our rural history. We have needed each other to survive” (Fryer, as cited in Fryer, et al., 2007, p. 5). Keshen et al. (2010) provide further background on the community-based foci of a number of universities in Canada, going back as far as 1910. According to Keshen et al., as of 2010 there were CSL programs at 50 universities in Canada, representing

approximately two thirds of the universities in this country (p. ix). Nearly all of these programs began since 2005 (Keshen et al., 2010).

In 2004 and 2005, the J. W. McConnell Family Foundation began funding service-learning programs at 10 universities across Canada. The foundation also funded a national alliance (initially termed an association), namely the Canadian Alliance for Community Service-Learning, most often referred to as CACSL (CACSL, 2009; Fryer et al., 2007). Since 2004, the Foundation has contributed \$9.4 million (Canadian) to these initiatives (J. W. McConnell Family Foundation, 2012). This funding could be said to have formalized community service-learning in Canada and is widely attributed as being a catalyst to the growth of community service-learning in this country. The Foundation's funding of these initiatives has now ended or is in its final phase, with universities looking to other sources of funding to continue their programs.

The funding and resource situation in Canada is far different from that in the United States, where there is federal funding available for service-learning initiatives (through grants like Learn and Serve America) and much more foundation and corporate funding provided for this work. National organizations with large budgets (such as Learn and Serve America and Campus Compact) have supported the growth of service-learning work in the United States. Despite this financial support, the sustainability of service-learning in the United States is a topic of conversation at conferences and in the service-learning literature, as it is often "soft" funding, namely time-limited funding from external sources rather than institutional funding, that is at the basis of service-learning programming (Holland, 2009).

There is no significant government funding for service-learning in Canada (Fryer, as cited in Fryer et al., 2007). Universities in Canada tend to fund their own programs or seek outside donations to cover service-learning centres and support staff. One example of this is the \$2 million (Canadian) donation awarded to Western University in Ontario by the Royal Bank of Canada (Canadian Association of College & University Student Services, 2009). In addition, the only national body supporting CSL programs in Canada is CACSL, which has recently reached the end of its J. W. McConnell Family Foundation funding and is in a precarious position. There is federal funding available for community-based research through governmental funding agencies such as the Social Sciences and Humanities Research Council, Canadian Institutes for Health Research, and The National Science and Engineering Research Council of Canada (Office of Community-Based Research/Community Based Research Canada, 2009); however, these funds are research-based and are not sufficient to cover the service-learning initiatives in higher education in Canada.

In addition, in Canada community-based research (CBR) and community service-learning are often seen to be separate fields, although they can be seen to be complementary. For example, CBR in Canada has its own national support organization, Community-Based Research Canada (see www.communityresearchcanada.ca) which operates separately from CACSL but whose membership overlaps. An example of this separate but complementary focus can be found on the CBR Canada website. The website outlines areas of focus that include supporting work relating to democracy and community-university partnerships, and to the strengthening of promotion and tenure support for community-

engaged scholarship, topics also applicable to service-learning work, but they focus their objectives specifically on enhancing CBR. However, on their resources page they include a link to the CACSL website, and at least one of their publications (Office of Community-Based Research/Community-Based Research Canada, 2009) includes service-learning in its focus.

The lack of national support for service-learning in Canada results in faculty having to develop funding sources for their work without the advocacy and funds available to their U.S. based colleagues, and this could be an obstacle to sustained involvement in this field.

Smith (2010) notes that funders of service-learning programs in Canada, such as the J. W. McConnell Family Foundation, have been less interested in the institutionalization of service-learning in higher education, which has been an area of focus in the United States, and more interested in how this work can transform institutions of higher education to become more community oriented in their focus. She writes that in Canada “community service-learning not only seeks to redefine the public identity of institutions of higher education, but seeks to shift the social and professional identities of students, researchers and teachers in higher education toward being more community-oriented” (Smith, 2010, p. 7). Funders have therefore envisioned a transformative role for service-learning work at the institutional, faculty, student, and community levels. While this focus by funders provides support to faculty committed to community-engaged work, and to advancing their epistemological beliefs within more traditionally-oriented institutions, it is also perhaps a source of tension for faculty in that funders’ agendas might not be in step with the outcomes

prized by the faculty member's institution, and the latter is his/her employer.

Community service-learning has grown significantly in Canada over the last 10 years (Jackson, 2008; MacDonald, 2009; Office of Community-Based Research/Community-Based Research Canada, 2009), which Jackson attributes in part to attempts to boost student success and retention. It is becoming a regular topic for conference presentations, and CSL special interest groups are forming at Canadian conferences. The International Association for Research in Service-Learning and Community Engagement hosted its first Canadian-based conference in Ottawa in 2009, partly to focus light on CSL in Canada (Keshen et al., 2010). However, in addition to funding challenges, there are other barriers to the continued growth of service-learning in Canada. In a 2009 CACSL "Pan-Canadian Community Service-Learning Symposium," Canadian attendees noted that current challenges for CSL in Canada include:

1. Lack of public policies (and funding) to support CSL.
2. Lack of 'institutionalization' of CSL; [with] better coordination needed at post-secondary institutions and between institutions.
3. Need shared vision between CSL stakeholders; shared and clear expectations (sorting out cultural, resource and priority differences.)
4. Need more human resources – or more efficient use of existing HR (in the community, CSL staff, faculty, etc.)
5. Need to increase understanding of CSL (outcomes & approaches)
6. Lack of faculty recognition & rewards; lack of faculty awareness or buy-in (need to make it more relevant.)

7. Need more involvement of students in CSL movement as force for positive change. (Barr, 2009, pp. 2–3)

As noted in these challenges, service-learning is still taking shape in Canada. It is a promising practice, but often with institutional and other obstacles to overcome. In some institutions it is just emerging, while in others it is growing but needs funds and infrastructure to survive. There is a need for research on the state of CSL in Canada, and on institutional factors relating to faculty involvement in service-learning here, in order to better understand the applications of CSL in Canada. Institutional factors can support or challenge the implementation of service-learning by faculty members, and therefore it is valuable to consider the working conditions of faculty in order to acknowledge the broader context in which this work is taking place, and to speak to possible attractors and deterrents to sustained faculty engagement with service-learning.

The Changing University Environment

Faculty engaging in CSL work in Canada do so amid various changes occurring in higher education. This section explores how that environment is changing and how the changes are affecting the nature of faculty work in Canada. This section situates this study in its broader context of faculty work in Canada.

There are three types of universities in Canada: “primarily undergraduate, comprehensive, and medical doctoral” (Metcalf et al., 2011, p. 153). Canadian universities are influenced by federal policies related to education but fall primarily under the jurisdiction of provincial governments and predominantly receive provincial funding (Gopaul, Jones, & Weinrib, 2012; Metcalf et al., 2011; Schuetze, 2000). The

federal government does provide some funding to universities, but through research and other specific funding avenues (Metcalf et al., 2011; Schuetze, 2000). Due to the funding and policy structure, most universities in Canada are considered to be public institutions, although private universities do exist (Metcalf et al., 2011; Schuetze, 2000).

Authors (e.g. Finkelstein, 2007; Gopaul et al., 2012; Jones, 2007; Metcalf et al., 2011; Ontario Confederation of University Faculty Associations [OCUFA], 2009; Schuetze, 2000) have pointed to the changing environment in higher education in Canada, which mirrors many of the changes happening in the United States and elsewhere. O'Meara et al. (2008) describe the current environment of faculty work as one that operates within a "narrative of constraint" as "faculty are subject to unfair tenure systems, work expectations, mission creep, managerial reform, chilly climates, and a lack of support and mentoring" (p. 16). Finkelstein refers to the current changes in higher education as being the "dawn of a new era" in that

new economic circumstances—the decline of the industrial economy, the rise of information technology, new political and cultural circumstances, the rise of global markets—are re-shaping contemporary higher education as profoundly as they are re-shaping all other sectors of the global economy as well as our political lives. (2007, p. 17)

These changes have implications for how higher education institutions are funded, for the working conditions of faculty, and for the learning environment for students.

The federal and provincial governments have been decreasing funding to universities, and therefore universities in Canada are facing increasing budgetary

pressures (Schuetze, 2000). The Ontario Confederation of University Faculty Associations claims that universities in Ontario are underfunded (OCUFA, 2009). Partially due to these budgetary restraints, tenure-track positions are becoming harder to find, and non-tenure-track and part-time instructor positions are becoming more the norm both in Canada and the United States (Breslauer, 2007; Finkelstein, 2007; G. Jones, 2007; Metcalfe et al., 2011; OCUFA, 2009; O'Meara et al., 2008). Finkelstein notes that in Canada, as of 2005, "31.7 per cent of university faculty were contract faculty, with 17.5 per cent working part-time" (2007, p. 15). The labour force is becoming more fragmented due to different classifications of teaching positions, and the various unions that represent them (G. Jones, 2007; Metcalfe et al., 2011). Gopaul et al. (2012) note that the "vast majority" of faculty are now members of unions, as are graduate students and non-tenured instructors (p. 2). G. Jones (2007) describes the current environment as being "increasingly specialized, [and] fragmented" with a "hierarchical series of activities performed by a highly differentiated labour force" (p. 13). In addition there remain equity issues in higher education hiring and promotion policies, for example with women being underrepresented in senior positions (Breslauer, 2007).

Governments in Canada have been looking to increase access to postsecondary education, believing that higher levels of skills are required to meet the needs of the economy (G. Jones, 2007). Universities are cutting back the number of courses to cut costs (OCUFA, 2009). Consequently class sizes are increasing as budgets are becoming more strained. Student enrolments are outpacing faculty hiring, resulting in Ontario having the highest student-to-faculty ratio in Canada (OCUFA, 2009).

At the same time, information technology advances have allowed universities to broaden their customer base by introducing blended learning or on-line learning (Schuetze, 2000), which has implications for how faculty teach their courses (O'Meara et al., 2008). Faculty have had to learn new technologies and teaching approaches in order to work with blended or on-line environments, including service-learning courses where, although a less common format to date, courses have been designed using on-line and blended formats (see for example Guthrie & McCracken, 2010).

Universities are seeking outside private funding to supplement that provided by the federal and provincial governments, leading to the "corporatization" (Finkelstein, 2007, p. 18) of universities. Private sources of funding, such as student tuition, have become increasingly important (Metcalf et al., 2011; Slaughter & Rhoades, 2004). OCUFA (2009) warns that Ontario public higher education institutions are becoming more like private institutions, in that student tuition and fees in 2009 accounted for over 42% of university operating revenues, with some universities obtaining more than half of their revenues from fees (p. 12).

Several authors have pointed to the new higher education model as being one that is more like a business than a social institution for the public good. Finkelstein (2007), for example, refers to universities as being like a "business producing a product (skilled labour, new technologies)" (p. 17). In addition, there has been more of a focus on "performance, accountability, value-added and costs" (Finkelstein, 2007, p. 18), which Finkelstein notes is much like a business would be evaluated.

Research is often corporately funded in partnership with the university (Gopaul et al., 2012; G. Jones, 2007; Metcalf et al., 2011; O'Meara, 2008). Some research

areas are more attractive to corporate funders and therefore become prized within the university structure (G. Jones, 2007). Although more traditional forms of research are still prized, applied research that offers consulting opportunities is also encouraged (G. Jones, 2007). Faculty are under increasing pressure to locate funding for their research and to make research a primary activity (Metcalf et al., 2011). As noted in an earlier section of this chapter, accessing funding for service-learning work can be challenging, and this area of teaching and research is not necessarily one of those prized by the faculty member's institution. As service-learning work is time consuming it can also detract from time spent on research.

G. Jones (2007) notes that due to the focus on corporate consulting and the applied research environment, interdisciplinary programs and research are becoming more prevalent. He notes that "real world problems" seldom fit neatly into disciplinary boundaries (p. 13). Although interdisciplinary work is becoming more acceptable within universities, reward systems are still disciplinary in structure, and therefore academics engaging in interdisciplinary work may not receive the recognition that they would receive for discipline-based work and publishing in their disciplinary field (G. Jones, 2007). While service-learning is not always interdisciplinary work, it is well suited to being so due to the multi-faceted nature of the community-based needs and opportunities that it addresses. Service-learning faculty engaging in interdisciplinary work must therefore deal with institutional structures that tend to be siloed, raising issues around workload and budgets that would apply to any interdisciplinary work in higher education, and perhaps acting as a deterrent to interdisciplinary service-learning and other work.

There is a need for more research on faculty working in higher education institutions in Canada (Gopaul et al., 2012; G. Jones, 2007), particularly as this is seen to be a time of notable change in higher education. G. Jones (2007) notes that, at present, while there are some demographic and salary figures available, we generally lack information on faculty and how they are experiencing the current changes in higher education. He calls for more study in this area, a call that this study takes up.

Faculty Work Within the Changing Higher Education Environment

Sorcinelli (2007) found that there are three primary areas that currently present themselves as challenges to faculty, which relate to the changing higher education environment. I include them here as a useful summary of the current nature of faculty work in higher education. They are:

- The changing professoriate – faculty duties are broadening, for example, to include grant writing, using new technologies, [and] engaging in more interdisciplinary work.
- The nature of the student group is changing – the student body is becoming larger, more diverse, with more special needs including preparation for university.
- The changing nature of teaching, learning and scholarship – more learner-centered, more focus on assessment, [and] expanding conceptions of scholarship. (pp. 4–7)

She notes that faculty are in the middle of changes that are “transformational to their traditional roles and tasks” (p. 5). Service-learning faculty, like other faculty, are dealing with these changes but for service-learning faculty these changes are in

addition to the modifications that are often required in their teaching and research approaches when incorporating service-learning.

O'Meara et al. (2008) note that faculty satisfaction rates are declining, which they attribute to changes in their working environment that have brought additional pressures to bear. As noted earlier, O'Meara et al. point to the “narrative of constraint” that is currently predominant in literature on faculty in higher education (p. 2). However, they also point to the “narrative of growth” (p. 19) that provides an “image of faculty members growing, or as having potential to grow” (p. 2), and focuses specifically on areas such as their learning, agency, professional relationships, and commitments (pp. 25–26), which are seen to be “active expressions of growth in faculty careers” (p. 26). The authors note that these areas are currently underresearched, and O'Meara (2013) calls for more research in this area.

Foregrounded by this contextual information on the current situation in higher education, I now consider why faculty might be attracted to service-learning.

Faculty Involvement With Service-Learning

When conducting her study on faculty motivation to engage in service-learning, Hammond (1994) noted that there had been little research that had examined the faculty role in service-learning. Subsequently there has been more research on faculty involvement in community engagement generally (which includes service-learning as one form of community engagement) or service-learning specifically, but, as noted earlier, the published research in this area is still minimal. This section will review the United States based literature on factors that influence faculty members who choose to

incorporate service-learning as pedagogy and the effect of this decision on themselves personally, and on their careers.

O'Meara (2013) notes that faculty are drawn to service-learning for multiple reasons, some of which include elements of their personal background, dedication to causes of importance to them, their epistemologies, their gender, race, or class. She comments that faculty involvement in service-learning is influenced by the institution's focus (e.g., research, comprehensive, etc.), the perception of support for this work, the faculty member's discipline, and the nature of his/her appointment (tenured, etc.).

Literature (such as Campus Compact, 2010; Lambright & Alden, 2012) suggests that the number of faculty incorporating service-learning on campuses around the United States is still fairly limited. Campus Compact (2010) reports, in their survey of their 1,100 plus member campuses, that an average of "35 faculty members per campus, or 7% of all faculty, taught courses that incorporate service-learning into their syllabi" (p. 3).

Several key themes in the literature highlight motivation for faculty engagement in service-learning, focusing on motivations both internal and external to the faculty member. In her analysis of the motivations of faculty members nominated for a prestigious community engagement award, namely The Thomas Erlich Faculty Award for Service-Learning conferred by Campus Compact, O'Meara (2008) noted that there appear to be seven "types" of motivation for faculty involvement in community engagement work. O'Meara's study focused on community engagement rather than service-learning alone, and the faculty involved represented "exceptional

individuals” (O’Meara, 2008, p. 10) so it is possible that they are not typical of all service-learning faculty. The sample included 42 women and 26 men, from the humanities, social sciences, natural sciences, and “professional schools” (O’Meara, 2008, p. 12). The faculty in the sample were people nominated by their campus administrators or colleagues, with only one nomination per Campus Compact institution (O’Meara, 2008). However, as O’Meara notes, although these faculty members were seen to be “exceptional,” their various motivators can provide insights that are valuable in understanding the nature of faculty attraction to community engagement work. The table on the next page (Table 2) lists these motivation types, and how frequently they occurred in O’Meara’s (2008) data.

In the following discussion of the literature on faculty attraction to community engagement I use O’Meara’s (2008) motivation types as headings, to provide a framework for the discussion, although the information reported under each type is drawn from various sources rather than being exclusively from O’Meara’s study. I cover the motivation types in descending order based on their prevalence in O’Meara’s analysis of the “exemplary models” (O’Meara, 2008, p. 11). The categories are not mutually exclusive in that some of the motivators could potentially fit more than one category.

Attraction of Service-Learning

Faculty are said to be drawn to community engagement (including service-learning) due to:

1. A desire to facilitate student learning and growth

Of O’Meara’s (2008) sample, 94% of the faculty members noted that they were

motivated to engage in service-learning due to the belief that it would assist students in their comprehension of course content as well as advance their personal development. Service-learning is seen to be innovative pedagogy that enriches student learning and learning outcomes such as problem-solving and analytical skills (Abes et al., 2002; Hammond, 1994; O'Meara, 2008), "critical thinking, career development, and the development of civic consciousness" (O'Meara, 2008, p. 15).

Faculty members who incorporate service-learning often state that teaching is their primary area of responsibility (Hammond, 1994). Service-learning is a means to assist faculty in delivering high quality teaching (McKay & Rozee, 2004) that leads to greater student satisfaction with their coursework (Abes et al., 2002; Archer, 2009; Hammond, 1994) and is a means to student growth (O'Meara, 2008).

Service-learning gives students a "real-world sense" of the coursework (Bulot & Johnson, 2006; O'Meara, 2008), therefore adding to the depth of their learning (Bringle et al., 1997; Hicks Peterson, 2009; Mundy, 2004). According to Bringle and Hatcher,

faculty who use service learning discover that it brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem solving skills, and makes teaching more enjoyable. (1996, p. 222)

O'Meara's (2008) sample identified that teaching with service-learning gave them a sense of personal satisfaction as they could see their students grow, both as learners and as people, and this was a motivator for them. As a pedagogy, service-learning appeals to faculty members who "value active modes of learning and experiential

Table 2

Types of faculty motivation isolated by O'Meara, as found in Thomas Ehrlich award files

Type of Motivation	Prevalence in Ehrlich files
To facilitate student learning and growth	94%
To achieve disciplinary goals	53%
Personal commitments to specific societal issues, places, and people	50%
Personal/professional identity	60%
Pursuit of rigorous scholarship and learning	44%
A desire for collaboration, relationships, partners, and public-making	47%
Institutional type and mission, appointment type, and/or an enabling reward system and culture for community engagement	50%

Note. From “Motivation for faculty community engagement: Learning from exemplars” by K. O'Meara, 2008. *Journal of Higher Education Outreach and Engagement*, 12(1), p. 14. Reprinted with permission.

education” (Abes et al., 2002, p. 5).

2. Motivation grounded in personal/professional identity

In O’Meara’s (2008) sample, 60% of the nominees expressed being motivated towards service-learning for reasons that related to their professional identity. This identity was found to be rooted either in their personal experiences (or identity), such as their “race, gender, sexual orientation or disability” (p. 18) or in their professional identity, where their careers had evolved around service-learning and they were known for it.

In their research, Antonio et al. (2000) found that faculty members’ personal values influenced the extent to which they adopted community service (of which they saw service-learning as being one form). The more community minded and altruistic the faculty member, the more likely they were to incorporate service-learning (Antonio et. al., 2000). There is often a fit between the embedded attitudes, beliefs and values in service-learning and those of the faculty member (McKay & Rozee, 2004). Boyte (2004) found that faculty members were influenced by their upbringing, in that they may have grown up in homes where activism was prized, or have participated in service-learning themselves, or have read literature on the topic. It was therefore an expression of who they were as people, reminiscent of Drake’s (1997) piece that points to teachers bringing their personal values into the classroom as part of the curriculum.

3. Achievement of disciplinary goals

In O’Meara’s (2008) work, 53% of her sample saw connections between their motivation for community engagement and work related to their discipline. They saw service-learning as advancing their disciplinary goals. She cites several examples

of this connection, including architects who see their profession as being “responsible for the larger environment and society” (p. 16), a structural engineer who “wanted to demonstrate that the role of a structural engineer is linked to serving society” (p.18), and a professor of communications who noted that community engagement enhances students’ understanding of their writing contexts.

Service-learning is therefore attractive because it suits the discipline in which the faculty member teaches and perhaps is even on the leading edge of their field (O’Meara, 2008). Service-learning has been found to be more actively incorporated into disciplines such as social work, health care, and other professional areas, perhaps because it is perceived as an easier fit with the discipline (O’Meara).

4. Personal commitments to specific social issues, places, and people

O’Meara (2008) found that 50% of her participants were motivated by their personal commitments to either a particular community partner or a specific social issue. She comments that not only were the faculty committed to particular causes or partners, they were also committed to particular neighbourhoods or particular community leaders. She notes that “included in these commitments was a sense of changing university and college ‘spaces’ to become more democratic, socially just, and transformative” (p. 17). Commitments were therefore on and off campus. They were sometimes local or international. They could come from a personal experience, such as growing up in apartheid South Africa (O’Meara, 2008), or from a pedagogical orientation, such as with one participant who noted his commitment to the work of John Dewey and a learner-centered orientation to education with an aim of enriching democratic practices (O’Meara, 2008).

Faculty members who have a commitment to a cause or to social justice in general have been found to be drawn to service-learning as a means of enacting this commitment (Antonio et al., 2000; O'Meara, 2008).

5. Institutional type and mission, appointment type, and/or an enabling reward system and culture for community engagement

In O'Meara's (2008) study 50% of participants addressed the link between their motivation for service-learning and engagement and their type of institution and its mission. She notes that some institutions have made service-learning part of their institutional identity, and faculty are "socialized" into involvement in service-learning (O'Meara, 2008).

In other cases, faculty may have been hired with a service-learning or community engagement purpose to their role. O'Meara (2008) notes that some faculty are hired with community engagement being part of their role, for example in a position such as a "faculty liaison for service-learning or associate provost for outreach", some faculty worked for institutions that had made community engagement part of their focus and therefore rewarded work in this area, and some faculty already had an understanding of their "engagement role" (p. 23).

In addition to the nature of the institution and its hiring practices, some studies have found that incentives for faculty assist faculty members in continuing to implement service-learning (for example, Lambright & Alden, 2012). These incentives could include course release time or course funding (Lambright & Alden, 2012) that take into account the additional work involved in planning and instituting a service-learning course.

Literature that suggests that the nature of the institution's mission and the type of institution are influencing factors in the prominence of service-learning at that institution (Lambright & Alden, 2012; O'Meara, 2002, 2008). Furco (2001) addressed the connection between service-learning and teaching-oriented higher education institutions when he stated that

given that service-learning is cast primarily . . . as a pedagogy, it is not surprising that its growth in higher education has been most prominent at the colleges and universities that emphasize teaching. (p. 67)

While service-learning might be an easier fit at institutions that focus on teaching it is not confined to those institutions. The emphasis of Furco's (2001) piece is on incorporating service-learning at research-based institutions.

6. A desire for collaboration, relationships, partners, and public-making

Of O'Meara's (2008) sample, 47% commented that they were motivated by "their desire for partnerships, community, and relationships" (p. 21). Faculty spoke of creating a sense of community on and off campus. In Banerjee and Hausafus's (2007) study, 39.8% of their participants commented that they were motivated by building university—community partnerships and becoming part of a community off campus. Academic life is said to be fairly "isolating" (O'Meara, 2008) and service-learning and other engagement work provides a means to join a community of faculty on campus engaged in similar work, leading to increased interaction with colleagues. For example, Pribbenow (2005) found that faculty members often comment that they got to know other faculty members at their institution whom they might not have otherwise met and who shared an interest in

improving undergraduate education, and that this involvement led to greater commitment to other faculty members and to their institution. In addition, faculty members can serve as mentors to each other as they engage in this work (Lambright & Alden, 2012). Support from administrators is also seen to be of value (Lambright & Alden, 2012), and a means to sustaining faculty involvement in service-learning.

Abes et al. (2002) found that there were several sources of encouragement for faculty involvement in service-learning, namely through a president or chief academic officer, a college dean or department chair, a faculty member in one's own or another department, or through the suggestion of a community member or student (p. 8). Most often it was due to the suggestion of another faculty member that faculty incorporated service-learning, although 52% (266 participants) of their respondents noted that it was due to encouragement from students that they explored the incorporation of service-learning (Abes et al., 2002, p. 7), a testament to previous service-learning experiences.

Pribbenow (2005) found that faculty who engage in service-learning also feel more connected with their students and feel that they get to know their students at deeper levels, both as learners and as people.

7. Pursuit of rigorous scholarship and learning

In her review of exemplars, O'Meara (2008) found that 44% of her sample connected their service-learning and engagement work with their desire for learning and rigorous scholarship. Faculty members wrote of how they and their students learned together. They noted that in this work, knowledge could be generated by

them, their students, and their community partners, and they were excited by this.

O'Meara (2008) commented that

given the complex and new environments many faculty find themselves in when they become involved in community work, engaged faculty may find themselves more aware of what they didn't know coming to the work and what they are learning "mid-flight." (p. 20)

The opportunities and challenges that are part of service-learning work therefore offer opportunities for personal and professional learning.

Service-learning is an opportunity for faculty development as this pedagogy often changes how faculty teach (Bringle et al., 1997; Clayton & Ash, 2004; Clayton & O'Steen, 2010; Rice, 2005). It can be an experience that challenges their assumptions about teaching (Clayton & Ash, 2004; Clayton & O'Steen, 2010; Howard, 1998; Rice, 2005), as well as being a means to explore new teaching strategies in reflection, assessment, and syllabus construction (Clayton & Ash, 2004; Clayton & O'Steen, 2010; McKay & Rozee, 2004; Pribbenow, 2005; Zlotkowski, 1998).

In addition to benefits to their teaching, service-learning work offers faculty opportunities to work with students in researching important community issues (Furco, 2001). It can also involve research on the effectiveness of their teaching and the outcomes of their engagement work with students and communities, thus fulfilling Boyer's (1990, 1996) vision of the scholarship of teaching and the scholarship of engagement.

Overall this pedagogy brings many rewards that make the extra work involved worthwhile. As noted above, a service-learning approach opens up opportunities to be more creative by going beyond the classroom, often results in students becoming more motivated in their learning, and creates pathways for students to experience meaningful citizenship and community engagement (Bringle et al., 1997; Howard, 2003). In addition it offers faculty members a means to engage in work that is important to them, personally and professionally.

Demotivators to Faculty Engagement With Service-Learning

The literature on demotivators, or constraints, to faculty service-learning implementation most often points to lack of knowledge on how to implement service-learning, time constraints, lack of institutional support, and promotion and tenure policies as the main demotivators to faculty adoption of service-learning.

Limited ability to implement service-learning. Faculty members who are unsure of how to incorporate service-learning effectively can be discouraged from following this path, as found in Banerjee and Hausafus's (2007) study. Some of the faculty who did not choose to incorporate service-learning noted that it was their lack of information about how to effectively do so that was a deterrent.

Many faculty members mentioned that in-house instruction . . . illustration of service-learning activities/projects, training on how to fund and implement a service-learning component into established course curriculum, and information on how service-learning can meet specific learning competencies might encourage them in their decision to use service-learning. (Banerjee & Hausafus, 2007, p. 42)

As noted earlier, service-learning is usually a pedagogy far different from what faculty members are used to.

Time constraints. It takes more time to plan a service-learning course than a “traditional” course (Abes et al., 2002; Banerjee & Hausafus, 2007; Bulot & Johnson, 2006; Butin, 2007), to track the student hours spent on service-learning projects, and to properly monitor the project (Bulot & Johnson, 2006). Lack of time can then be a limitation to how much faculty get involved (Banerjee & Hausafus, 2007; Bulot & Johnson, 2006) and is a contributor to faculty sometimes failing to properly prepare students for their service-learning placements or monitor them once there (Stoecker & Tryon, 2008).

Lack of institutional support. As part of their survey of faculty incorporating service-learning, Banerjee and Hausafus (2007) surveyed faculty members who do not incorporate service-learning. Of importance were the reasons why these faculty members do not incorporate service-learning, many of which related to institutional factors. A “large majority” of these faculty members mentioned that a lack of release time and lack of reduction in workload and class size were deterrents. They noted a need for more opportunity to develop new courses and a need for more risk management guidelines and guidance regarding relevance to course content. They stated that more encouragement from a dean or department chair and a greater likelihood of institutional reward for the work would increase the likelihood of their introducing service-learning into their courses, although of course there is no guarantee that satisfaction of these desires would in fact result in more service-learning implementation.

Promotion and tenure priorities. The effect of promotion and tenure on faculty is one that is frequently raised in conferences related to faculty work, or service-learning work, and is one that is a focus of attention in the literature on faculty involvement in community-engaged work. I therefore cover it in more detail than other deterrents to faculty engagement.

Higher education institutions reveal their priorities and what they value through their promotion and tenure policies (O'Meara, 2002). Although promotion and tenure policies can support community-engaged work, several authors (e.g., Bloomgarden & O'Meara, 2007; Holland, 1999; O'Meara, 2002, 2004) have pointed out that reward systems that do not sufficiently recognize this work are a deterrent to faculty engagement. As Saltmarsh et al. (2009) note,

the dominant culture of higher education defines the faculty role in a hierarchical way, valuing research above teaching and service. It also operates under a research hierarchy in which basic research is valued above other forms of research and in which the dominant epistemology is often identified as technocratic, scientific, or positivist, grounded in an institutional epistemology of expert knowledge housed in the university and applied externally (Stokes, 1997; Sullivan, 2000). Further, in the research culture, positivist ways of knowing—of generating knowledge—are what determine legitimate knowledge in the academy. In this cultural scheme, other forms of knowledge are not valued—including community-based practitioner knowledge. (p. 22)

However, it has also been found that there is a tendency for faculty who are committed to engaged scholarship to participate in this work, regardless of the lack of

institutional recognition (Vogelgesang, 2009). In Banerjee and Hausafas's (2007) study, for example, only 27% of their 216 service-learning faculty participants noted a lack of reward for their scholarship as being a potential demotivator (p. 39). For these particular faculty members, detractors such as time, logistics, and funding were of more impact.

Since Boyer's (1990, 1996) call for an expansion of the conception of scholarship, several higher education institutions in the United States (and elsewhere) have expanded their promotion and tenure policies to cover a broader understanding of what constitutes scholarship (O'Meara et al., 2008). However, research, particularly traditional forms of research, is still prized in the evaluation of academic work (Saltmarsh et al., 2009; Schuetze, 2010). O'Meara (2002, 2004, 2008, 2013) notes that service-learning work is still often considered to be peripheral in faculty reward systems. There are still many institutions that do not acknowledge community-engaged scholarship (of which service-learning can be one form) in their promotion and tenure procedures because it does not fit the traditional model of teaching and research (Abes et al., 2002; Jackson, Schwartz & Andree, 2008; O'Meara, 2008). Service-learning can sometimes be seen to be "just an atheoretical (and time consuming) pedagogy" (Butin, 2006, p. 474). Service-learning can be seen to be a "suspect" pedagogy or area of scholarship that is not well understood or respected by those, usually senior and perhaps "old school," faculty members on the promotion and tenure committee (Driscoll, 2005; Huber, Hutchings, & Shulman, 2005). As a result, Canadian and American scholars have called on universities to better align their reward systems with

community-engaged scholarship and teaching (Cantor & Lavine, 2006; Ellison & Eatman, 2008; Jackson, 2008; Jackson et al., 2008).

The promotion and tenure process for faculty members engaged in service-learning pedagogy and scholarship is known to be a difficult route, even at institutions where promotion and tenure guidelines have been expanded to include the “scholarship of engagement” (Boyer, 1996) or “community-engaged scholarship” (Driscoll, 2005; O’Meara, 2002) which aligns with service-learning work. There are several possible reasons for this difficult process.

First, due to rising expectations in higher education around productivity of faculty members, as measured in part by scholarly outputs (O’Meara, 2005), and a competitive job environment (G.E. Walker, 2005), faculty are under pressure to teach and publish in line with the institutional research, teaching, and service expectations. Faculty members who engage in service-learning and community-engaged scholarship generally operate in a traditional academic environment within which their pedagogy and scholarship might not easily fit or be counted. As G.E. Walker (2005) explains,

no matter what the original motivation for entering a given discipline, the competitive environment that pervades the academy very quickly redirects the developing scholar from a prime directive of learning to a focus on prestige and marketability. (p. 43)

Not that all faculty members would be so redirected, but there is pressure to do so in order to be “successful” and be rewarded along their career paths.

Reward systems are not always clear (O’Meara, 2005). They can be contradictory (O’Meara, 2002) and can sometimes to be seen as being the equivalent

of “archery in the dark” (Rice, 1996). G.E. Walker (2005, p. 43) notes that “scholars are rewarded differently depending on their field of study and accomplishments in areas of high [institutional] priority”; there are value judgments inherent in the promotion and tenure process.

Primarily for the above reasons, new faculty members are often discouraged from employing forms of community-engaged scholarship and teaching. In fact it is not uncommon to hear of senior administrators warning tenure-track faculty not to involve themselves in service-learning or community-engaged scholarship until after obtaining tenure (Cantor & Lavine, 2006; Driscoll, 2005). Some heed the warning and delay; others ignore the warning.

Second, and somewhat in contradiction to the above statement that service-learning is often practiced by senior rather than junior faculty members, it has been noted that women, lower ranked faculty, and faculty of colour are overrepresented in service-learning (Antonio et al., 2000; Astin et al., 2006; O’Meara, 2008; E. Ward, 2010), perhaps for reasons such as their identification with the pedagogy based on personal experiences of marginalization (Antonio et al., 2000). Antonio et al. (2000) note that this overrepresentation is “troubling” in that the most vulnerable faculty members are also those who are incorporating a pedagogy that is not wholeheartedly endorsed in the academy, especially in promotion and tenure (p. 388). They comment that “as long as most service activities are being practiced by marginalized faculty, those activities will remain marginalized in academe” (p. 388). It has been said that “women of colour” leave their positions in the year before tenure decisions in proportionally greater numbers than their peers and that many midcareer community-

engaged faculty do not apply for promotion out of concern that their form of teaching and scholarship will not be recognized (O'Meara, 2005, p. 267).

Gelmon (2007) states that at times faculty confuse engagement in community-based work as being scholarship and that this has a negative impact on their tenure preparation. She notes that

at times faculty became confused by the zeal with which service-learning advocates proselytized the value of this pedagogy without illuminating how scholarship could be developed from this teaching strategy. Service-learning and other community-based pedagogies offer incredible opportunities for teaching and learning, but the practice of the pedagogy itself is not scholarly. Faculty development and training is necessary to help faculty understand how to conduct scholarly analyses of these pedagogies and create scholarly products that will contribute to the knowledge base and become part of their scholarly dossier. (pp. 244–245)

Gelmon, in effect, is encouraging service-learning practitioners to document their experiences with this pedagogy as the basis for their scholarship, thus strengthening their case for tenure and promotion. In some cases perhaps it is not a lack of institutional support but more a lack of scholarly products that is acting as the deterrent for tenure.

Gelmon (2007) acknowledges that “community-engaged scholarship” is harder to document for promotion and tenure, in that there are often multiple stakeholders involved in the research, and the research is designed to meet community agendas as well as those of the academic. Hence perhaps there is less control of the research by

the academic, and it becomes a more difficult task to identify the academic's specific contribution to the research outcome. Gelmon also comments that the audience for this type of research is beyond academia and therefore the dissemination outlets for this work go beyond traditional academic outlets such as peer-reviewed journals. While there is progress being made on better aligning tenure and promotion with community-engaged work, promotion and tenure challenges are still widely reported in the service-learning literature as being a significant demotivator in this work.

Conclusion

In this chapter I have provided an overview of the literature pertaining to faculty involvement in service-learning and community engagement, drawing from the literature based both in the United States and Canada. I have pointed to reasons why faculty have been attracted to engaging in service-learning in their teaching, research, and service. I have also documented some of the obstacles or deterrents in doing so.

This chapter provided insights into the current environment in higher education in Canada and the United States. Faculty members are working within an environment that is undergoing profound changes, many of which can be seen to be adding to the faculty workload. According to the research studies reviewed in this chapter, faculty who adopt a service-learning approach can be seen to be complicating their lives even further. As Banerjee and Hausafus (2007) note, "given the formidable challenges presented by service-learning, why should faculty take on the hard work of incorporating service-learning in courses?" (p. 32). Considering the time and logistical challenges, the potential lack of institutional support, and potentially the final

“punishment” of lack of recognition at promotion and tenure, Banerjee and Hausafus’s question is well taken, and it supports one of the reasons for this study.

As isolated by O’Meara (2008) and others, faculty are benefitting from their involvement with service-learning, both personally and professionally, and there is a need for more studies that focus on faculty growth (O’Meara et al., 2008). In addition, as noted earlier, there is a lack of information on faculty involvement with service-learning in Ontario. This case study therefore contributes to two underresearched areas of faculty involvement in service-learning, and potentially offers insights that will be of value to faculty considering incorporating a service-learning approach, and to administrators and institutions looking to build service-learning opportunities on their campuses. In the next chapter I provide details on the method used in this study, and the nature of the participants who were involved. I introduce the Appreciative Inquiry conceptual framework that will be used in this case study and explain how the data were gathered and analyzed.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

The purpose of this study was to explore faculty involvement with service-learning through a case study of faculty associated with the Food Security Research Network at Northern University. Two overarching research questions guided this study:

1. What attracts and sustains faculty involvement with service-learning?
2. What is the effect of incorporating a service-learning approach on faculty, personally and professionally?

This chapter provides an overview of the methods that were used to collect and analyze the data. I begin the chapter with an overview of the Appreciative Inquiry conceptual framework that guided this qualitative case study. I provide some background on Appreciative Inquiry in order to situate my research approach in a broader context, and note how Appreciative Inquiry influenced the design and findings in my study. I then discuss various elements of this qualitative case study's design, focusing on the nature of the participants, the data sources, the researcher's role, and considerations in data gathering. In a section on analysis and interpretation of the data, I provide insights into how I coded, reduced, and made sense of the data, leading to the findings from this study.

Conceptual Framework for the Study

This study incorporated an *Appreciative Inquiry* approach to the design of the questions and the framing of the study. Originally developed by David Cooperrider as part of his PhD research on organizational dynamics (Cooperrider, 1986; Reed, 2007),

Appreciative Inquiry uses an asset-based or strengths-based framework to collect stories that reflect the phenomenon under study “at its best.”

Appreciative Inquiry is the cooperative, coevolutionary search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives life to an organization or a community when it is most effective and most capable in economic, ecological, and human terms.

(Cooperrider & Whitney, 2005, p. 8).

In the next section I provide some context on Appreciative Inquiry and how it can be used as an approach to research.

Background on Appreciative Inquiry

Appreciative Inquiry has predominantly been used as an approach to organizational development (Bushe, 2007; Ludema & Cox, 2007; Watkins & Mohr, 2001; Reed, 2007), although it was originally developed as an “alternative research method” with the objective of generating new insights into organizational change (Bushe, 2007, p. 8).

While Appreciative Inquiry is described as a philosophy and a methodology for change (Cooperrider & Whitney, 2005, p. 8), it is often referenced as being more of an approach than a method (e.g., Whitney & Trosten-Bloom, 2010) as it incorporates basic principles but does not promote one particular method of implementation, allowing for it to be “improvisational” (Whitney & Trosten-Bloom, 2010, p. 10). According to Bushe and Kassam (2005), David Cooperrider intentionally did not create a specific method of implementing Appreciative Inquiry, preferring instead to outline its core principles and leave practitioners to develop their own approaches to

implementation. This openness to improvisation could also be the basis of some of the critique of some approaches to Appreciative Inquiry (e.g. Bushe, 2007; Rogers & Fraser, 2003), where the critique focuses on whether in fact the approach was technically one of Appreciative Inquiry.

There are nine principles underlying Appreciative Inquiry, four of which were part of the original articulation and five that were added in 2001 in response to queries about how to handle problems raised in appreciative inquiries (Bushe & Kassam, 2005). The initial four principles of Appreciative Inquiry (as noted by Bushe and Kassam, 2005, but originally outlined by Cooperrider and Srivastva, 1987), include:

- Any appreciative inquiry must begin with appreciation—a consideration of what is best about the organization under study;
- The inquiry must be applicable to the organization in which it takes place, and needs to be substantiated through action;
- The inquiry needs to create outcomes that provoke—it needs to lead to new knowledge, for example;
- The inquiry must be collaborative and involve members of the organization in which the inquiry is a part.

The following five principles were later added in order to allow practitioners to “adapt Appreciative Inquiry to meet unique and challenging new situations and to create innovative practices of positive change” (Cooperrider & Whitney, 2005, p. 49).

- The constructionist principle, which outlines constructionist thinking that we construct meaning within social situations. Cooperrider and Whitney (2005) emphasize that this principle encompasses a focus on relationships, that there is

no one absolute truth, and that language is powerful. They note that “constructionism, because of its emphasis on the communal basis of knowledge and its radical questioning of everything that is taken for granted as objective or seemingly immutable, invites us to find ways to increase the generative capacity of knowledge” (p. 50).

- The principle of simultaneity explores the connection between inquiry and change. Cooperrider and Whitney (2005) note that the questions asked in an inquiry influence people’s thoughts and actions as well as the nature of the information discovered.
- The poetic principle recognizes that we learn about an organization’s past, present, and future through stories. Cooperrider and Whitney (2005) propose that an organization’s story is co-created and is an interpretation. They also note the topics of inquiry are social constructions and are part of social processes that include elements of culture and power.
- The anticipatory principle is used to relate the connection between positive thoughts and positive actions. Cooperrider and Whitney (2005) connect positive thinking and relating to skillful decision-making and change.
- The positive principle outlines the connection between “positive affect and social bonding” on initiating and sustaining change (Cooperrider & Whitney, 2005, p. 53). These authors note the various fields that have found “affirmative language” to be of benefit, including: “social constructionism, image theory, conscious evolution, athletics, and healthcare” (p. 53).

In addition to the 10 principles, there is the 4-D Cycle, which guides an appreciative inquiry.

Cooperrider and Whitney (2005) suggest that the 4-D Cycle can be a formal or informal process; one that engages a peer in a discussion or a formal process across an organization. According to Cooperrider and Whitney, the 4-D Cycle entails:

- *Discovery*, which is the inquiry phase that ideally engages all stakeholders in a process of identifying “what gives life” and “the best of what has been and what is” (Cooperrider & Whitney, 2005, p. 16).
- *Dream*, which encompasses the vision based in what is now seen to be the “discovered potential” related to “questions of higher purpose, such as ‘what might be?’” (Cooperrider & Whitney, 2005, p. 16).
- *Design*, or proposal of the “ideal organization”, one that people feel is achievable, and which accentuates the “positive core” that assists in realizing the dream (Cooperrider & Whitney, 2005, p. 16).
- *Destiny*, or “strengthening the affirmative capability” of the organization in order to “sustain momentum” for the change (Cooperrider & Whitney, 2005, p. 16). There is a consideration of how to “empower, learn, and adjust/improvise” (p. 16).

Cooperrider and Whitney (2005) note that at the centre of this 4-D cycle is “an affirmative topic choice” (p. 16) and state that the choice of the topic affects the information that is discovered, and the direction in which change happens.

Appreciative Inquiry gains part of its theoretical and practical grounding from social constructionist theory (Bushe, 2007; Cooperrider & Whitney, 2005; Hosking &

McNamee, 2007; Reed, 2007; Watkins & Mohr, 2001) and Gergen's (1978, 1982) social constructionist work on relational processes is said to have been influential (Bushe, 2007; Ludema & Cox, 2007; Reed, 2007; Watkins & Mohr, 2001). Although there are several approaches to social constructionism (Hosking & McNamee, 2007; McNamee & Hosking, 2012), "in its simplest form social constructionism suggests that we create the world by the language we use to describe it and we experience the world in line with the images we hold about it" (Watkins & Mohr, 2001, p. 9). Social constructionism is therefore interested in how people create meaning together (Watkins & Mohr, 2001). As part of this collective meaning making, these authors hold that "the Appreciative Inquiry process provides human systems with a way of inquiring into the past and present, seeking out those things that are life-giving and affirming as a basis for creating images of a generative and creative future" (p. 9). Social constructionism holds that thought and action are intertwined (Bushe, 2007; Hosking & McNamee, 2007), as does Appreciative Inquiry, believing that it is in the process of relating with each other that collective action begins (Cooperrider & Whitney, 2005; Watkins & Mohr, 2001).

Hosking and McNamee (2007) suggest that one needs to appreciate the constructionist philosophy underlying Appreciative Inquiry in order to appreciate Appreciative Inquiry itself. They note that

it is the 'how' of construction that is the focus—'the what' is viewed as local, emergent, and contingent. Processes are explored as the ever-moving construction site in which the relational realities of persons and worlds are continuously (re)produced. (p. 13)

Appreciative Inquiry as an Approach to Research

Appreciative Inquiry is held to be an approach to both organizational development and to research (Bushe, 2007; Emery, Bregendahl, Fernandez-Baca, & Fey, 2007; Ludema & Cox, 2007; Reed, 2007). Reed (2007) notes that while Appreciative Inquiry was first developed using traditional research methods, it is now more developed as an organizational development tool than an approach to conducting research. The 4-D Cycle, for example, reflects this orientation to organizational development.

In line with Cooperrider's reluctance to provide detailed methods for using Appreciative Inquiry for organizational development work, there is a corresponding lack of guidelines for using Appreciative Inquiry as an approach to research. In her 2007 work, Reed shares her personal experiences with conducting Appreciative Inquiry-based research. She notes the lack of information available on using an Appreciative Inquiry approach to research, hence part of the motivation for writing her book. She outlines how she and her partners conducted a large Appreciative Inquiry study of patients preparing to leave hospital. She outlines the creative, participatory approach that was involved in designing and carrying out that work and some of the confusion and unknowns that she and her co-researchers experienced as part of conducting the study (some of which would happen in any large scale, co-created, participatory study involving academics and people from various communities who might not have a research background). She notes that she and her research partners had to devise their approach to Appreciative Inquiry research as they went along,

particularly their approach to analysis, where they incorporated methods from outside Appreciative Inquiry itself.

This freedom to conduct an inquiry in keeping with the underlying principles of Appreciative Inquiry and the 4-D Cycle allows researchers and practitioners room to improvise (which is in line with Appreciative Inquiry thinking) and to co-create an approach with the stakeholders involved in the research (again, in line with Appreciative Inquiry's principles). This flexibility is a strength, in that it encourages context-driven, co-created approaches and can become a reason why Appreciative Inquiry research is open to critique, in that research methods can vary widely and one can question if in fact some of the approaches are actually Appreciative Inquiry. Both Bushe (2007) and Reed (2007) highlight that Appreciative Inquiry rejects positivist and traditional notions of research and is therefore subject to critique within the academy. Bushe (2007) suggests that Appreciative Inquiry “invites members of a system to shift their mental maps and the prevailing discourse(s) in their system through a kind of inquiry that has no interest in validity, reliability and generalizability—the kinds of things science values” (p. 10).

Bushe (2007) concludes that incorporating the discovery phase of the Appreciative Inquiry 4-D Cycle as the basis of a qualitative grounded theory type study is probably the closest that one would come to using Appreciative Inquiry as a research method. He views Appreciative Inquiry as perhaps being used in conjunction with other research methods. He comments that “if AI does influence research, I think we are more likely to see researchers adopt an ‘appreciative stance’ to more

academically grounded methodologies . . . than to actually engage a system in Appreciative Inquiry” (p. 10).

Reed (2007) concludes that she “would not argue that AI is the best or only valid approach to investigation, but rather that it can . . . provide a different perspective on questions that have seemed underexplored despite much previous research in the field” (p. 18).

This study takes up Reed’s (2007) position that Appreciative Inquiry can add to existing work by providing a different perspective. It takes up O’Meara et al.’s (2008) call for more of a focus on growth in studies of faculty work. Through adopting the “appreciative stance” suggested by Bushe (2007, p. 10) it looks to draw out that which is considered by participants to be the best of what it is in relation to what attracts and sustains faculty in engaging with a service-learning approach. In addition, taking a strengths, or asset based, approach suits the underlying philosophy and approach incorporated in the FSRN’s Contextual Fluidity Partnership Model, making this Appreciative Inquiry guided approach to the research a good fit for this study.

In the following sections I outline the design of this qualitative study and various considerations that affected the design.

Qualitative Approaches to Research

Denzin and Lincoln (2005) write that in qualitative research designs, researchers emphasize “the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (p. 10). Qualitative research therefore aligns well with the social constructionist theory underlying Appreciative Inquiry and with my initial motivation

to undertake this study. As noted in Chapter One, I became interested in this study due to both my interest in service-learning models and my interest in learning more about faculty engagement with service-learning, particularly through a themed approach. Patton (2002) notes that qualitative inquiry potentially involves both the experiences of the people who are part of the study and the experiences that the researcher brings to the study, the latter being to some extent the reason for the study and a potential influence on what is found in the study. Qualitative research is interpretive in nature and often includes a “theoretical lens” (Cresswell, 2009, p. 176).

There are many approaches to qualitative research; however, the approaches share common practices. Creswell describes the practices of a qualitative researcher as one who

positions him/herself in the research, collects participant meanings, focuses on a single concept or phenomenon, brings personal values into the study, studies the context or setting of participants, validates the accuracy of findings, makes interpretations of the data, creates an agenda for change or reform, and collaborates with the participants. (Cresswell, 2009, p. 17)

In the following sections I outline how I approached this qualitative study, outlining the methods used, the limitations of same, and the factors considered as I undertook the study. Through the framework of AI and social constructionism, I reveal the meaning that the participants and I co-constructed within our interactions.

Research Design

As I focused solely on faculty associated with the FSRN and its themed approach to service-learning, this research is a case study. Yin (2009) contends that

case study is a research method and that it is useful for studies that ask “how” and “why” questions (p. 4). Writers such as Merriam (2009), Miles and Huberman (1994), and Stake (1995) suggest that case studies are based on a study of the “case” rather than being a method per se, in that the case represents “a choice of what is to be studied” (Stake, 1995, p. 443). Merriam defines case study as “an in-depth description and analysis of a bounded system (p. 40), which is the definition used in this study.

Merriam (2009) notes that case study approaches include general qualitative approaches of finding “meaning and understanding” through an “inductive investigative strategy” that results in an output that is “richly descriptive” (p. 39). She notes that case studies have particular qualities, namely that they are *particularistic* through their focus on a particular phenomenon, program, or situation, they are *descriptive* through providing “thick,” or rich, descriptions of the phenomena under study, and they are *heuristic* in that they enrich the reader’s understanding of the phenomena studied (pp. 43–44). This research is particularistic in that it focused on the faculty in the Food Security Research Network at Northern University, who are incorporating a service-learning approach in their work. The research gathered descriptive information through “appreciative interviews” (Cooperrider & Whitney, 2005; Whitney & Trosten-Bloom, 2010) as well as from other data sources such as annual reports to the major funder of the FSRN and from my journal of thoughts and observations while conducting the study. The intention of this research is to describe, analyze, and provide insights on the experiences of faculty engaging with service-learning through the FSRN and to suggest what those insights reveal about faculty engagement with service-learning.

Qualitative research has an emergent design (Creswell, 2005, 2009; Patton, 2002) where the researcher retains an openness to adapting inquiry as understanding deepens or situations change; the researcher avoids getting locked into rigid designs that eliminate responsiveness and pursues new paths of discovery as they emerge. (Patton, 2002, p. 40)

Research questions may be modified as a result of these new paths (Creswell, 2009). An Appreciative Inquiry approach is well suited to qualitative research's emergent methods in that it also incorporates an emergent design in which "the process follows the energy of the group and flexes and evolves as the process continues" (Cockell & McArthur-Blair, 2012, p. 23).

Participants

This study involved purposeful sampling in that the participants in this study were selected specifically based on their involvement with the Food Security Research Network's service-learning program at Northern University. Before proceeding with this study I gained research ethics approval from both the Brock University Research Ethics Board (File 10-031) and the Northern University Research Ethics Board (File 011 10-11).

The participants were drawn from those listed on the FSRN website as being faculty participating in service-learning associated with the FSRN. In addition, faculty who had indicated an interest in service-learning but had not yet begun and faculty who had incorporated a service-learning approach and were no longer doing so were

advised of this study by the Director of the FSRN, referred to in this study as Helen, and were invited to contact me if they wished to participate.

Participants in this study were invited to join this study via an email from me, with reassurance that choosing not to participate would not adversely affect them in any way. In total there were 18 participants in this study. The participants in this study could be said to be a homogenous sample in that they are all faculty members who are or were interested in service-learning as pedagogy and therefore could be considered to be self-selected. The sample could also be said to be a stratified purposeful sample (Patton, 2002) in that the participants come from different disciplines and faculties across the university.

Additionally this sample could also be said to use “criterion sampling” (Patton, 2002) in that it involves “picking all cases that meet some criterion” (p. 243), which in this case is three different levels of involvement with service-learning and the FSRN, namely:

- Group One: faculty members who have incorporated service-learning pedagogy over the 5 years of funding of service-learning initiatives, referred to in this study by the short form “currently involved in SL.”
- Group Two: faculty members who had indicated an interest in incorporating service-learning as pedagogy but had not actually done so, referred to as “not yet involved in SL.”
- Group Three: faculty members who began incorporating service-learning as pedagogy but then ceased to do so, referred to as “no longer involved in SL.”

The three groupings were deliberately chosen prior to data collection, as it was felt that each of these groups would provide valuable information on why faculty members incorporate service-learning as pedagogy, which can also be demonstrated through an analysis of the potential barriers that might prevent them from doing so, and the effects of doing so. I provide a chart in Table 3 to provide some background on the participants, which includes the length of time they have been at Northern University, their tenure status, and some brief information on the SL courses taught. I provide this information as further context for the data gathered in this study. I am also responding to O'Meara's (2013) comment that, for comparative purposes, studies in faculty involvement with service-learning would be enhanced by providing demographic information on participants, including "gender, discipline, career stage, generation, appointment type and institutional context" (p. 233).

The composition of the faculty in this study, and in the FSRN in general, differs somewhat from that depicted in the service-learning literature, particularly due to the number of men involved. Service-learning literature generally suggests that service-learning work tends to attract more women than men (e.g. Antonio et al., 2000; O'Meara, 2013) and more pretenure or nontenure faculty (e.g., Antonio et al., O'Meara, 2002), although Abes et al. (2002) found that faculty tend to wait until gaining tenure before engaging in this work. I did not ask participants questions that shed light on why the FSRN demographics are somewhat unusual; hence I merely note the trends from both the following table and the more comprehensive list of FSRN faculty on the FSRN's website (several of whom were not included in this study due to

a lack of response to the invitation or their unavailability) and note this as an area for further study.

Group One (currently involved in SL) was composed of seven men and six women, all but two of who had tenure. This gender breakdown might give an inaccurate impression of the broader faculty gender split, in that according to the list of faculty members on the FSRN website, 20 are male and five are female. It appears that there are many more male than female faculty members engaging in service-learning through the FSRN. As Helen is a faculty member engaging in service-learning teaching and research as well as being the director of the FRSN I conducted two interviews with her. The first focused on her faculty role, and followed the same interview guide used in other faculty interviews. I included the data within Group One. The second interview focused on her perspectives as director, and I did not follow a pre-set guide for the questions. In the second interview we discussed the nature of the network and Helen's work with faculty. I draw from both of these interviews in my findings and discussion chapters.

Of the 13 participants in Group One, four are from the Faculty of Natural Resources and one is from the Faculty of Science and Environmental Studies. Two faculty are from the Faculty of Health and Behavioural Sciences and one is from the Faculty of Business Administration. The remaining five members are from the Faculty of Social Sciences and Humanities. The high percentage of faculty members in the Sciences is a point of distinction between the FSRN and what is found in many service-learning programs. Studies on faculty engagement in service-learning suggest

Table 3***Demographic information***

Group One: Currently involved in SL (13 participants)

Name	# Years at Northern University	Faculty	Tenure	SL courses taught/SL supervision
Kim	6	Health and Behavioural Sciences	Yes	2 nd and 4 th year courses, Masters and PhD supervision.
Helen	30	Health and Behavioural Sciences	Yes	4 th year course, supervises Masters and PhD work in SL and mentors faculty in their SL courses.
Bruce	30+	Science and Environmental Studies	Yes	2 nd year course.
Tom	7	Business Administration	Yes	4 th year course
Jeff	3	Natural Resources Management	Yes	3 rd and 4 th year courses, supervises PhD work in SL.
Alice	20	Natural Resources Management	Yes	Topic courses, on committee for SL PhD.
Kate	11	Natural Resources Management	Yes	4 th year courses and on committee for PhD student.
Sam	7	Natural Resources Management	Yes	Teaches 4 th year and online SL courses, supervises PhD student doing SL work.
Sara	6	Social Sciences and Humanities	No. Not tenure-track.	3 rd year course. No graduate SL supervision.
Jane	4	Social Sciences and Humanities	No	3 rd year and graduate course. No graduate supervision.
(table continues)				

Name	# Years at Northern University	Faculty	Tenure	SL courses taught/SL supervision
Max	7	Social Sciences and Humanities	Yes	3 rd year course.
Jim	15	Social Sciences and Humanities	Yes	3 rd year course.
Neil	12	Social Sciences and Humanities	Yes	3rd and 4th year courses. No graduate SL supervision.

Group 2: Not yet involved in SL

Name	# Years at Northern University	Faculty	Tenure	SL courses taught/SL supervision
Eric	Approx. 10	Social Sciences and Humanities	Yes	None
Paul	2	Social Sciences and Humanities	Yes	None
Ryan	8	Science and Environmental Studies	Yes	None

Group 3: No longer involved in SL

Name	# Years at Northern University	Faculty	Tenure	SL courses taught/SL supervision
Sally	3	Science and Environmental Studies	Yes	2 nd year
Nick	41	Science and Environmental Studies	Yes	1 student conducting SL optional assignment

that service-learning is most commonly adopted in the social sciences or in professional programs such as social work or health, and is least common in the “hard” sciences or humanities (Abes et al., 2002; Butin, 2005; Colbeck & Michael, 2006; O’Meara & Niehaus, 2009).

I can only speculate as to reasons why the FRSN might attract more male than female faculty members and have a higher representation of faculty from the Sciences (including Natural Resources). It may be that the research focus adopted by the FSRN is a doorway to attracting more male faculty, as several of the male faculty in this study began their association with the FSRN through a research focus. It could be that the topic of food security resonates with male faculty, particularly if it relates to their areas of research, their discipline, or to matters of personal or professional importance. It would be valuable to conduct further study in this area. One might also want to consider why there is a lower number of female faculty members than usually depicted in the literature.

All but two of the faculty members in this study are tenured, and several of them are in the later stages of their careers. It would be most interesting to explore further the significance, if any, of this observation.

Of the 18 people interviewed, 13 faculty members fell into Group One, three fell into Group Two, and two fell into Group Three. I would have liked to interview more faculty members who fit into Groups Two and Three, but unfortunately was not able to do so. I recognize that I have very few voices representing those groups and that there is rich information to be gained from understanding why someone might not yet have incorporated service-learning, despite having an interest in doing so, or might

choose not to continue on with a service-learning approach. Further study on faculty who fit Groups Two and Three would be most beneficial.

Data Sources

In order to obtain rich, thick data that illuminates the nature of this case, a triangulation of data was used in this study, both in order to collect data by various means and as a way to gain different points of access to the data. Through triangulation I aimed to increase the accuracy of the interpretation of the experiences under study. In both interviewing participants and, where possible, attending one of their service-learning classes, I gathered data based on direct observation and interviewing. In addition I incorporated data gathered from documents related to the FSRN and documents provided by the participants themselves (including examples of student poster presentations at conferences and other course related documents provided by the participants). The addition of documentation enriched the data and adds additional dimensions to broaden the interviewer's understanding of the research questions and to corroborate data collected through interviews and observation.

I also kept a reflective journal during data collection and analysis, in which I noted my thoughts based on what I had heard and seen and noted comments related to the interpretation of the data. While I initially contemplated adding journal excerpts to the findings chapter, in the end I decided not to do so, but the reflective journal remained a useful tool for me to critically reflect on the data collection and analysis process and to explore elements of various themes as I became aware of them. My journal entries ended up being more a tool for my own reflection and analysis than a form of data for the study.

The various data collection methods allowed opportunities to both confirm and disconfirm information. Patton (2002) underscores the importance of “testing ideas, confirming the importance and meaning of possible patterns, and checking out the viability of emergent findings with new data and additional cases” (p. 239). As he notes, this process can be done both through fieldwork and through a reading of the literature. In this study the three groupings of people allowed for the same subject matter to be viewed from the perspectives of three distinctly different groupings, which provided an additional opportunity for both the confirming and disconfirming of information and patterns, both within and between groups.

Researcher’s Role

As noted earlier, my interest in service-learning was the motivation for this study. “The influence of the researcher’s *values* is not minor” (Miles & Huberman, 1994, p. 10), and within the context of social constructionist theory the researcher’s role and values are highlighted, as interviewing is a social interaction. Through our conversations the interviewees and I in effect co-created data, in keeping with Appreciative Inquiry (Cooperrider & Whitney, 2005), in that “the interviewer must nevertheless recognize that the meaning is . . . a function of the participant’s interaction with the interviewer” (Seidman, 1991, p. 16). Therefore, it is important for the researcher to reflect on his or her beliefs, values, and biases and how they might be impacting on the study’s data and interpretations (Mertens, 2005), which I did by way of my reflective journal.

Considerations in Interviewing

Cooperrider and Whitney (2005) note that “at the heart of Appreciative Inquiry is the *appreciative interview*” (p. 14). The interview is a “dialogue” about “highpoint experiences, valuing” and the phenomenon “at its best” (Cooperrider & Whitney, 2005, p. 14), and is therefore appreciative in nature. In keeping with AI’s strengths-based approach the interview questions (or inquiry) focused on what participants value about their engagement with service-learning, and on stories of success. For example, the first question asked participants to share a story about a time when community service-learning (CSL) had a profound effect on the success of their students and their program. Question two centered on their values and motivation, and question four focused on a core value in their work. The full interview guide can be found in Appendix B. Although the phrasing of the interview questions tended to focus more on curricular than co-curricular service-learning examples, I considered both curricular and co-curricular service-learning experiences as being relevant to the study. I left it to the participants to focus their stories on whichever service-learning experiences they wanted to highlight.

The faculty members in this study were very engaged and engaging as they spoke about their service-learning experiences. They and I connected over a common interest in service-learning and in the process of hearing their stories. The participants were very easy people to talk to; they were warm and inviting, and the interviews felt much like a conversation between colleagues. The environment in which our interviews took place was often casual, in keeping with an Appreciative Inquiry approach (Reed, 2007). In fact several of these interviews took place in the coffee

house at Northern University, amid the hubbub of students, faculty, and staff meeting over coffee. A few of the interviews took place in faculty members' offices, giving me an insight into their setting and another layer of insight into them as people. Invariably the participants asked me questions about my background and were interested in my views on service-learning, which we discussed at the end of our interview. I found, as Reed did, that "AI conversations . . . are not simply a process of collecting data, with the interviewee providing information that the interviewer passively accepts . . . learning can take place on the part of both participants in the interview" (Reed, 2007, p. 10).

The interviews were 60 to 90 minutes in length and followed an "interview guide approach" (Patton, 2002), allowing for considerable flexibility in the nature of the questions asked. I followed Seidman's (1991) view that

although the interviewer comes to each interview with a basic question that establishes the purpose and focus of the interview, it is in response to what the participants says that the interviewer follows up, asks for clarification, seeks concrete details, and requests stories." (p. 59)

I sensed that this approach would provide enough consistency for the data collection as well as flexibility in keeping with Appreciative Inquiry. The researcher's role is to "conduct a reading" of meaning (Schram, 2003, p. 33), which is essentially the researcher's interpretation of the person's response in its context. This process contributes to the qualitative research process being inductive in nature.

Patton (2002) raises a potential weakness to this flexible approach to interviewing in that the "interviewer flexibility in sequencing and wording questions

can result in substantially different responses from different perspectives” (p. 349) that can negatively affect comparison of responses. I do not believe that my flexible approach caused enough variation to negatively affect the quality of the data gathered. As noted in the interview guide in Appendix B, my questions focused on stories of successful service-learning experiences, surprises experienced when incorporating service-learning, the perceived attraction and value of service-learning, experiences with students and community partners, links to research, and imagining the FSRN ten years in the future. In each interview I covered these areas of focus, bringing a level of consistency across interviews while still operating within this flexible approach.

Considerations in Direct Observation

Information gathered from direct observation of the interview participants in their service-learning settings, which could be termed “fieldwork” (Patton, 2002), is another point of data collection in this study. I had hoped to visit a class facilitated by each of the faculty members I interviewed as a way to gain additional perspectives on the faculty members’ approach to service-learning, gain additional data for this study, and seek information that confirms or disconfirms data in this study. Unfortunately, due to the interviews falling at the end of term, many of the classes had already ended. I therefore attended only three classes, one field trip, one meeting between students, faculty, and their various community partners, and the end of year service-learning showcase, at which some of the participants in this study, and their students, presented an overview of their work.

Patton (2002) outlines several variations in fieldwork, each positioned along a continuum. These variations show the extent to which the researcher is involved in the

activity in the field and the focus of the observation. He considers whether the researcher will be a full participant or an observer, an insider or an outsider, be overt or covert about his or her purpose, be there for a short or long duration and have a narrow or holistic perspective (p. 277). I was primarily an observer rather than a participant in the activities, as I was an outsider visiting the event. The participants and their students or other partners were already aware of who I was and why I was there; the observation generally took place at one single event. As with interviewing, my presence no doubt affected the interactions that took place at my fieldwork sites, in that participants were aware that I was observing the fieldwork for research purposes.

Ethical Considerations

As the FSRN is a relatively small network and Northern University is fairly easily identified, there is a risk that the confidentiality of the participants is not guaranteed, despite any attempt of the researcher to do so. The participants in this study are defined by their involvement in service-learning or their interest in involvement in service-learning in association with the FSRN. The people who participated may be known and recognizable to the informed reader (that is someone from Northern or someone from outside the university but associated with the program), despite my use of pseudonyms. Participants in this study were advised of this possibility and were given the opportunity to remove themselves from the study, with no negative ramifications, if they wished to do so at any point in the study. No participants withdrew from this study.

I gained participants' consent to tape our interviews, and I, or a transcriber, transcribed each interview in its entirety. The transcriber signed a confidentiality

agreement. Each participant had the opportunity to review his/her transcript and make any changes, and only the information that the participants were comfortable sharing was included for analysis and interpretation. While the information collected in this study is not overly sensitive in nature, particularly as the questions were appreciative questions, it could still be that participants chose not to share the more sensitive information, for example information relating to their promotion and tenure experience.

As noted in the literature review, it takes more time to teach using service-learning than with more “traditional” methods, such as lectures, and therefore faculty members in this study were already working under time constraints. While they had a choice not to participate in this study, those who did so added to their time commitments by doing so. While I was sensitive to these time constraints and attempted to be as flexible as possible in scheduling interviews, I recognized that the interviews added to their commitments.

Limitations

Service-learning work has a goal of being reciprocal in nature, where each of the partners (faculty, students, community members, etc.) is contributing to and potentially gaining from the work. Here I focus on only one of the partners and primarily on Group One participants in this study. My focus on gathering data from faculty self-report and network documents could be seen to be a limitation of this research, in that other researchers might feel that I could have added student and community partner perspectives on faculty involvement. The focus on only one of the partners is deliberate in that this study is framed through the lens of faculty

interpretations of their experiences, as is typical of other studies of faculty attraction to and benefits from engaging in service-learning. Future studies might seek to expand the range of people providing input on faculty engagement with service-learning.

Some of the perceived limitations in the research relate to my conceptual framework of Appreciative Inquiry. Using an Appreciative Inquiry contextual framework, which rejects many traditional notions of how to conduct research, particularly if research is evaluated within a more positivistic framework, could be seen to be a limitation of this study. As noted earlier, Appreciative Inquiry as an approach to research is still in its infancy, and there is very little structure to guide one's research approach.

An Appreciative Inquiry approach to interviewing could also be seen to be a limitation of this study, in that the questions focused on what is working and what represents the phenomena at its best. The questions asked affect the direction of the outcome (Cooperrider & Whitney, 2005; Watkins & Mohr, 2001). In addition, the choice of topic influences the questions asked and what is found (Ludema & Cox, 2007). Knowledge is socially constructed. The meaning that the participants attributed to their experiences is "subjective, personal and socially constructed" (Johnson & Christensen, 2004, p. 31), which was in keeping with the philosophy underlying this study. I do not consider the Appreciative Inquiry questions to be a limitation but acknowledge that some readers might.

Reed (2007) suggests that while Appreciative Inquiry could be held to be gathering only "partial" knowledge, all research could be considered to be partial in that it focuses on a particular area of interest to the study. She goes on to note that no

one study can accomplish it all, and it is important in an Appreciative Inquiry study to acknowledge the purpose and aims of the study, namely “an exploration of the positive” (Reed, 2007, p. 76). Although the questions in an appreciative interview are phrased in the positive and are primarily intended to gather stories and evidence of what works, participants are still likely to raise areas where they see obstacles or have concerns (Patton, 2003; Rogers & Fraser, 2003), and I deliberately inserted a question asking about promotion and tenure practices and a question on surprises encountered in service-learning to draw out information that might act to confirm or disconfirm data gathered in this study. Overall, though, the focus was on what is working.

The design of my study has limitations related to my lack of experience with Appreciative Inquiry as a conceptual framework. This study represents my first integration of Appreciative Inquiry in research, and I learned about the approach as I went along, which could be seen to be a limitation but could also be interpreted as being an approach in keeping with Appreciative Inquiry’s improvisational focus. This study primarily used Appreciative Inquiry’s *Discovery* phase, as that was deemed most appropriate for the purpose. It did not involve stakeholders in the design and execution of the study and therefore was not true to Appreciative Inquiry’s participatory approach to research. Reed (2007) notes that Appreciative Inquiry promotes involvement from a broad range of people rather than having an individual researcher conducting the research. Although I value the participatory approach of Appreciative Inquiry, I hold that it is also an approach that can be used by a single researcher.

As a novice Appreciative Inquiry researcher, I did not realize the need to prepare interviewees for the questions that I would ask them by telling them in

advance that the questions that I would be asking would likely be somewhat different in nature from those asked in other interviews. Watkins and Mohr (2001) note that, as with anything unfamiliar, appreciative questions might cause the interviewer and interviewee to feel somewhat “awkward” at the beginning. This was the case for me and for some of my interviewees, particularly when I asked them to tell me a story using Appreciative Inquiry’s suggested phrasing of a generative question (See Cooperrider & Whitney, 2005; Watkins & Mohr, 2001 for examples). A few times I got a very puzzled look when I phrased the question according to this approach and was asked to repeat the question, sometimes multiple times, and found myself quickly rephrasing the question in an attempt to gather the information in a slightly different manner. For example, instead of asking the participant to tell me a story about a time when service-learning had a profound effect on the success of their students or program I might rephrase that to “could you tell me about a time when service-learning had a profound effect on your students.” My rephrasing moved me further away from an Appreciative Inquiry story format, which could be seen to be a limitation in the application of the AI conceptual framework; however, I tried to keep my phrasing focused on successes, and on gathering examples of service-learning at its best.

The data for this study came primarily from interviews. Self-report is heavily influenced by the person’s view of the world in a context, which is very much in keeping with an Appreciative Inquiry and social constructionist approach. One needs to acknowledge the socially dependent, contextual nature of these data. The participants in this study shared their perceptions of their work and what drew them to this pedagogy, as well as the impact that it has had on them and their careers. This

social and historical context also influences the interpretation of the results (Miles & Huberman, 1994). My knowledge of the service-learning literature, the definition that I have adopted, and my interpretation of the context are part of the meaning making of this research.

My exposure to these faculty members was limited, as I live over 18 hours away from the campus on which these interviews took place. My observations and data gathering were therefore limited. Where case study is often described as a process of data gathering over a period of time, the data in this study were gathered during two campus visits, only a few months apart. I did follow up with some of the participants to gather additional data where I noted gaps or a need for further information when analyzing the data. Follow-up was conducted by email.

Data Analysis

As Appreciative Inquiry does not provide insights on how to analyze research data, I, like other researchers before me (see Bushe, 2007; Emery, et al., 2007; Smart & Mann, 2003; Reed, 2007) looked elsewhere for indications of how to analyze these data. In this sense my study took on a hybrid approach.

I looked to Patton's (2002) work for general guidance on data analysis. Patton draws from the work of Schlechty and Noblit (1982) in outlining the three major purposes of data analysis, namely:

- Making the obvious obvious (confirming what we know with data to support it)
- Making the obvious dubious (rectifying misconceptions)
- Making the hidden obvious (bringing to light the unknown that should be known) (Adapted from Patton, 2002, p. 480)

As Patton notes in his work, there is no formula for transforming qualitative data into an interpretation, and therefore it is important for the researcher to detail how the analysis was done and the interpretations reached. Patton's conclusion fits the context-dependent, flexible and improvisational approach suggested in Appreciative Inquiry.

Merriam (1998) wrote that "making sense of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of meaning making" (p. 178). In consolidating and interpreting, I constantly considered the authenticity of my meaning making. Mertens (2005) suggests that one ask whether the researcher has been fair in presenting the stakeholders' views, a thought that I held as a focus as I condensed the data. I take full responsibility for the analysis of the data, as the participants were not part of the meaning making beyond reviewing their transcripts.

Coding

Using HyperResearch software, I used a line-by-line process as I coded the data from interviews. I took Merriam's (2009) view that "all qualitative data analysis is primarily inductive and comparative" (p. 175) and looked to Patton's (2002) work to guide me as I condensed and compared the data. The data were analyzed and reduced in four ways, incorporating a framework suggested by Patton, drawing primarily on the information from the interviews and allowing for comparisons of the data within and between groups.

1. A constant comparative analysis by question: Within each group the responses to each of the questions were analyzed and reduced. These answers were compressed into concepts, key words and phrases, allowing for a comparative

analysis by question. In addition to comparing within groups, where the questions are the same across groups, there was also an opportunity to compare across the three groups.

2. Patterns within each interview: The data were sorted by patterns found within and across interviews. Patterns could be within groups or across groups.

Within each group I looked for confirming and disconfirming patterns. Patterns were sorted into categories of analysis, using Patton's (2002) approaches as a guide as follows:

- People: Any pattern within or across groups that centered on people was noted. As part of the analysis I paid particular attention to how people were mentioned by the participants, what categories of people appeared to be important to the case study, how people affected the experiences of the participants, and how the participants, as people, were instrumental in the findings.
 - Places (settings): Patterns concerning places within the university or in service-learning experiences were analyzed as to the importance of setting(s) in this case. I noted what settings were mentioned and how they are they mentioned. I noted the importance that the participants ascribed to the settings as related to their experiences with service-learning.
 - Critical incidents: I looked for details of critical incidents that helped to shape participants' service-learning motivations or experiences.
3. Processes and issues: As part of the analysis I looked for information on processes or issues related to service-learning experiences or motivations that were seen to be important to the participants. In interpreting these processes

and issues I considered to what extent they were “indigenous” (Patton, 2002) to the group, meaning that they are understood in a particular way by the group (as a whole or as a subgroup), which gives the process or issue a particular significance either in that setting or to those people. Patton states that “every program gives rise to a special vocabulary that staff and participants use to differentiate types of activities, kinds of participants, styles of participation and variously valued outcomes” (p. 458). I paid particular attention to language use and what processes and issues were highlighted by participants. This attention to language usage is in keeping with Appreciative Inquiry and a social constructionist focus.

4. Sensitizing concepts “refer to the categories that the analyst brings to the data” (Patton, 2002, p. 456). These categories can be informed by the literature or by theory and provide a point of reference in the analysis (Patton, 2002). In analyzing the data, I conducted a deductive process in which I looked for information that confirmed or disconfirmed the research literature on faculty motivations and experiences in service-learning.

Having my data entered in HyperResearch allowed me to categorize and group data in ways that assisted me in making meaning of the data and answering my research questions.

As an example of how I categorized the data in the process of interpretation, on the following page I provide a visual overview of the theme of localism, a theme that will be covered in more detail in Chapter 4. As demonstrated on page 100, using HyperResearch I coded the data, and then sorted the codes into categories which were

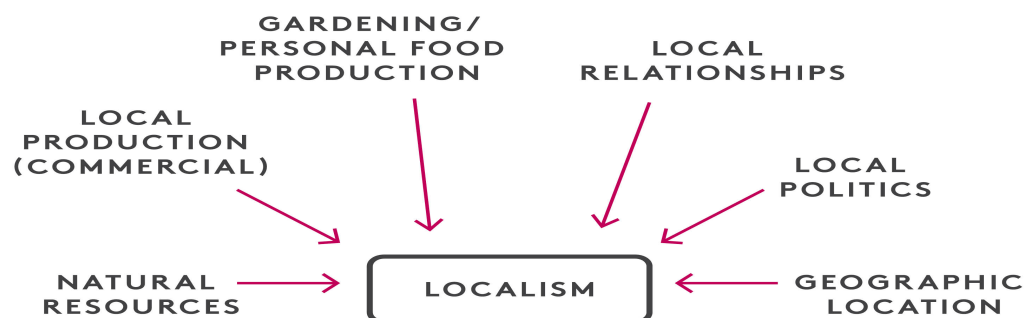


Figure 2. Theme of *Localism*, showing some of its component categories.

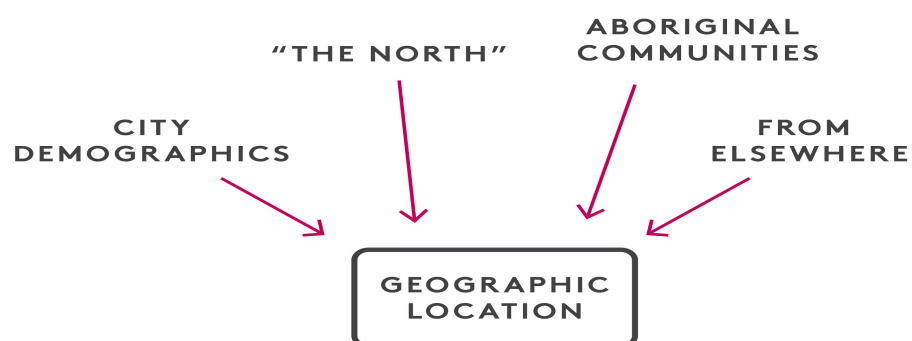


Figure 3: Cluster of codes forming category called *geographic location*, which was included in the theme of localism.

further clustered into themes. I followed the same data interpretation process for all themes that I isolated in the data.

Context

Finally, staying true to case study research, I looked for ways to provide context on the case itself as well as to address the research questions in this study. As Merriam (2009) explains, in case study “conveying an understanding of the case is the paramount consideration in analyzing the data” (p. 203). Patton’s (2002) framework was helpful in this regard, as it pointed me to consider the processes, sensitizing concepts, and setting that added to my understanding of the data in this study. In Chapter Six I consider elements of the context that I saw as emergent themes in the data, namely the importance of the themed approach to service-learning, and the contributions of Complexity Theory to the FSRN Contextual Fluidity Partnership approach.

Summary and Restatement of Research

In this chapter I have outlined the nature of this qualitative case study and have detailed how I collected and analyzed the data. I outlined the major limitations in my research design and the ethical and other considerations of this study. The focus of this research is on why faculty members became involved with, and continued with, service-learning through the FSRN and the effects of so doing on them and their careers. In the next chapter I explore the results from this research study. I isolate the major themes I found when interpreting the data gathered from interviews, reports about the FSRN, documents provided to me by participants, my reflexive journal, and my fieldwork.

CHAPTER FOUR: RESULTS

In this chapter I highlight the major findings of this study. I begin with an exploration of what I learned about the people in each of the three groups in this study, noting that this chapter will primarily focus on faculty in Group One. I consider how faculty members began engaging in service-learning work and explore findings related to the perceived value of a themed approach to service-learning. I then consider personal and professional outcomes from engaging with service-learning, which include faculty learning and personal growth, enriching and broadening the academic's role, and the integration of the personal and professional. I conclude the chapter with a consideration of data gathered from Groups Two and Three.

Initially this study had two over-arching questions, namely: What attracts and sustains faculty involvement with service-learning? What is the effect of incorporating a service-learning approach on faculty, personally and professionally? In keeping with the emergent nature of qualitative research processes, my research questions shifted somewhat in the process of conducting this study. The focus of the study broadened and became a study of faculty experiences of a themed approach to service-learning which, as I will explore in Chapter Five, has implications for my interpretation of the data from this study, and for faculty work in general.

FSRN Faculty Involvement in Service-Learning

In Table 4 I outline the faculty members in each of the three groups included in this study, dividing them into categories based on the nature of their connection with service-learning and the Food Security Research Network (FSRN). Pseudonyms have been used. Faculty affiliation is provided to give a sense of the distribution of these

faculty members; however, departmental association has been excluded to protect their identities. The faculty members are from five faculties at Northern University.

In this chapter, unless mentioned otherwise, “faculty” refers to faculty members in Group One, the FSRN faculty who continue to incorporate a service-learning approach, as this group has become the primary focus of my study. When I discuss faculty members by name the reader can assume that they are in Group One, unless noted differently. I also provide a chart on page 104 that lists the faculty members who were included in each of the groups.

Overall my analysis of the data suggested that faculty members who continue to incorporate service-learning focused on food security were attracted to and continue with this approach to teaching and research for various reasons, which I list and then explain in more detail.

- A colleague, most often Helen, encouraged them to incorporate the food security focus and service-learning into their classes;
- An organizational structure conducive to the implementation of service-learning;
- The J. W. McConnell Family Foundation or other research-based funding provided them with the initial funding to incorporate service-learning in their teaching or research;
- The theme of food security along with a service-learning approach connected with areas that were meaningful to them personally and/or professionally;

Table 4***Pseudonyms, Faculty Affiliation and Tenure Status of Interviewees***

Group One: Currently Involved in SL

Pseudonym of faculty	Faculty affiliation	Tenure Status
Sam, Jeff, Alice, Kate	Faculty of Natural Resources	Tenured
Helen, Kim	Faculty of Health and Behavioural Sciences	Tenured
Neil, Max, Jim	Faculty of Social Sciences and Humanities	Tenured
Sara, Jane	Faculty of Social Sciences and Humanities	Non-Tenured
Tom	Faculty of Business Administration	Tenured
Bruce	Faculty of Science and Environmental Studies	Tenured

Group Two: Not Yet Involved in SL

Name of faculty	Faculty affiliation	Tenure Status
Eric	Faculty of Social Sciences and Humanities	Tenured
Paul	Faculty of Social Sciences and Humanities	Non-Tenured
Ryan	Faculty of Science and Environmental Studies	Tenured

Group Three: No Longer Involved in SL

Name of faculty	Faculty affiliation	Tenure Status
Sally, Nick	Faculty of Science and Environmental Studies	Tenured

- This approach to teaching and learning resulted in valuable personal and professional outcomes, which included: deepening both their and students' learning, enriching teaching and research, an expansion of their role, and benefiting the university and local communities in ways that were important to the faculty members.

A Service-Learning Champion

Based on the data gathered from interviews, the FSRN reports to the J.W. McConnell Family Foundation, and my observation of network events, it was clear that Helen has often been the catalyst for service-learning initiatives. She initially stumbled upon the call for proposals from the J. W. McConnell Family Foundation. She invited faculty from across the university as well as current community partners to attend the initial meeting in 2005 to discuss the funding proposal and the possibility of taking a theme-focused approach to service-learning. Four of the faculty members mentioned that they were part of that initial meeting, had contributed to the proposal, and had been involved with the FSRN since that date.

All of the Group One faculty members mentioned involvement with Helen as being influential in how they came to incorporate service-learning in their work. Helen has been an ongoing champion for service-learning in her role as Director, including finding sources of funding for this work (through the J.W. McConnell Family Foundation and through various other research or work/study grants) and envisioning the structure of the FSRN. She has been recognized for her work, for example, through receiving the 2010 research capacity award at Northern University for her work in generating food security-focused research (Personal communication, Connie

Nelson, 2010). In conjunction with faculty and her student staff members, she has been instrumental in developing many of the FSRN's initiatives. She has also served as a mentor, collaborator, and guide. A faculty member herself, she speaks from her own experience as a service-learning practitioner.

All but one of the members of Group One noted in their interviews that they became involved with the FSRN through a connection with Helen, and the remaining member was introduced by a faculty colleague. The manner in which faculty members became involved in service-learning appears to be a distinguishing factor between Group One and the other two groups. Generally Groups Two and Three were introduced to service-learning by a student rather than by Helen or another faculty member. While not definitive, it could be that there is something about the way that Helen assisted faculty to make connections between their course's discipline-based content and a service-learning approach to food security. From my conversations with faculty in all three groups I gathered that at Northern University Helen is known to be a very enthusiastic (and persuasive) proponent of service-learning and food security.

In the Group One interviews there were several examples of how Helen had worked with these faculty members to assist them in developing their service-learning course and/or in implementing a service-learning research project. In some courses she became part of the delivery of the course, such as in Alice's course, or she joined the class on field trips, such as in Jeff's course, or became otherwise involved, as in Sara's course where she was part of a panel of judges reviewing students' service-learning project ideas. In other courses she engaged in the initiation or planning of the course, for example, in a course taught by Bruce.

In our interview Bruce related that he had long been engaged in community-based research, but this was his first time teaching a service-learning course. Bruce noted that although he had often thought of offering a course such as this, working in conjunction with Helen and the FSRN presented an opportunity that had him take his ideas and turn them into action in the form of a “special topics” service-learning course. In addition, some start-up funding through the FSRN was provided to Bruce so that he could purchase the equipment required for the course.

Bruce spoke enthusiastically about how well the course was going and how as a result of his experiences with this course he was talking to his Dean about including the course as a permanent offering in their faculty. He had also thought of other potential courses that could be built on this one. He described the course as being “really quite exciting. It’s been lots of fun really and I didn’t know what it would be like . . . students love it.” The enrollment for this course far exceeded his expectations, as did the level of student involvement. The words “fun” and “exciting” and the sense of exploring new territory with this course resonated with data gathered in other interviews. I will return to this theme of “having fun” later in this chapter.

In our interview Helen related that when she talks to other faculty members about service-learning she speaks from her knowledge of what it is to be a faculty member and from her ability to see linkages between the disciplinary knowledge and food security. She builds interest in service-learning as an approach and in food security as a topic of relevance to the course or project. As service-learning is often new to faculty members, Helen mentors them as they experiment with how best to incorporate this approach to teaching and learning into their courses. She also seeks

out opportunities to connect faculty members with each other where she sees possible synergies.

Jane commented on the effectiveness of Helen's approach. She noted that while Helen encourages the various service-learning initiatives she, importantly,

doesn't "own" what she's doing, . . . she's not trying to control it, and she lets it grow in ways that are exciting and interesting. She's not trying to control the growth. She's happy if something kind of springs out and is unexpected.

Faculty members were therefore developing their own initiatives, involving Helen in ways that were meaningful to them and their courses.

Supportive Structures

Funding and a structure that would encourage service-learning eases its implementation. Northern University has a structure that allows for "special topics" courses as a mechanism to introduce a course, such as in Bruce's course. A special topics course is one that does not have to go through the usual course approval process as it is offered on a trial basis. Several of the courses incorporated into the FSRN have initially been offered as special courses, and faculty mentioned having taken advantage of this structural option to try themed service-learning.

In addition to course structure, five interviewees mentioned that funding for course start-up costs was important. I did not directly ask faculty about funding, and therefore report only on those faculty who included funding as part of their answers to questions about their involvement with service-learning. Out of the five interviewees, the J. W. McConnell Family Foundation funding, which included funding for some course start-up costs via the FSRN, was mentioned by three people as being key to

their initial engagement with service-learning. Two other faculty members mentioned external research funding for this type of work as being part of their initial involvement. Two of the five faculty members mentioned that they would not have tried service-learning as an approach without the availability of funding for the course planning and implementation.

I discussed funding opportunities with Helen, in her capacity as director, to establish how many faculty members received start-up funding through the FSRN. I realized from this conversation that some of the faculty in this study who received initial funding for their courses through the FSRN did not mention it in their interviews. As I did not ask them about funding it could be that they did not think to mention it or perhaps funding was not seen by them to be key to their implementation of SL.

While funding external to their department covered part of the initial costs related to designing service-learning courses, Helen related that faculty had to find other sources of funding, usually department or research based, in order to continue the funding of their courses. Helen commented that while she might be involved with initiating service-learning ventures, including dealing with funding applications, she uses a model that seeks to embed ongoing service-learning support costs in the department budgets, as a means to ensure the sustainability of service-learning courses.

A Theme-Focused Approach

In the interviews, 10 faculty members specifically commented that they were drawn to the theme of food security and the work of the FSRN, which highlighted the

importance of the theme as a pathway to attract and sustain faculty involvement in service-learning. Participants' responses generally fell into four categories.

1. The theme is relevant and broadly applicable

The theme can act as a focus point and as a scaffold for faculty planning service-learning courses. It provides a meaningful starting point and a focus around which to organize the course. While three faculty members mentioned that food security was a new concept to them when they first heard of it through the FSRN, they now generally agree that any discipline can relate to the theme of food security. Neil commented that the food security theme has been a connecting point that has assisted faculty to incorporate service-learning, as faculty

with community organizational connections saw right away the food desert, the problem of the remoteness and the distance of shipping and a very, very short growing season . . . they saw those problems immediately and intimately, and they realized that that kind of commitment could be realized in the form of this theme-based CSL approach more readily than another kind of general approach.

The theme therefore had meaning and provided a place to begin and focus course design.

It was noted by five participants that the work of the FSRN has raised awareness and the profile of food security around campus. It was also noted that food security is now more commonly referred to in the news, leading to a heightened awareness of the complexities and multiple entry points into dealing with aspects of food security. Sam, for example, pointed to a *Maclean's* magazine article that called

for an increased focus on food security. The article underscored for him that this theme had relevance beyond their region and reinforced for him the importance of their focus. Paul, in Group Two, noted that his research relates to “grass-roots movements,” and when he heard of the FSRN, “a northwestern Ontario initiative that is grounded in enhancing local capacity in food security, [he] was drawn to it.”

In addition to appealing to faculty, the theme of food security is also one that resonates with community members beyond the campus. Kim felt that the theme “hooks” people, including her. As she said,

you can both sit down and talk about [food security] as two human beings with a common concern, as opposed to two roles trying to find a way to meet some goal, which becomes dehumanized. Instead start with a human issue, and then we share that and we explore that from different angles.

Kate noted that while faculty often built on established community relationships when they engaged in service-learning initiatives, food security could also be a means to initiate new relationships. She referred to a faculty member who is working with Aboriginal communities, noting that she admired the way that, after joining the FSRN, a particular faculty member had built “extensive relationships” and points of “connection or network[s] of her own with First Nation organizations.”

2. Encourages transdisciplinary and collaborative work

Being a theme to which any discipline can potentially connect, a focus on food security becomes a common language for connecting across disciplines and a means to collaborative work. Neil summed this up by saying,

I think that there were a number of people thinking about food at the university across the disciplines, and we didn't really know how to talk to each other about this, so this was an occasion to create a kind of interdisciplinary dialogue that started the ball rolling. I'm not sure I could have done it any other way.

Max described his service-learning colleagues as "shar[ing] a methodology" and spoke of how this shared approach to teaching and learning has brought him closer to colleagues in other departments. Jim expressed the same sentiment when he spoke of how he connects with and contributes to the work of other faculty:

I don't get to talk to plant scientists or business people very often, so this gave me an opportunity to do something a little bit different, on campus, so I consider it something that's useful to my colleagues, to help them develop their own projects, and see their work come alive.

The theme therefore becomes a way to engage in dialogue that might lead to teaching and learning possibilities that cross disciplines. It is also a way to share teaching and learning experiences with colleagues in one's own and other disciplines in ways that could enhance their and one's own work.

Alice noted that a focus on food security and service-learning fostered interdisciplinary work that was innovative and pushed disciplinary boundaries. She noted that graduate students can become connectors across disciplines through their service-learning focus. She gave the example of a current PhD student in her Faculty who is supervised by a faculty member in another faculty. While his work is grounded in the disciplinary content of her faculty, his service-learning focus crosses disciplinary boundaries. His academic committee is therefore a multidisciplinary team.

3. Is creative and innovative

The majority of Group One participants mentioned that the food security theme, while relevant to their disciplinary content, was somewhat of a stretch at first. Faculty had to consider both how food security might relate to their content, and how best to incorporate a service-learning approach to food security. Six faculty members mentioned that the food security theme offered a novel approach to teaching the disciplinary content of the course. For some faculty, such as Sara, the theme had the effect of extending how she and her class might approach the disciplinary content. She noted that the theme

helps you create CSL opportunities that aren't conventional. I wouldn't have thought of adding a food theme to my outdoor education class. CSL makes a lot of sense. We would have gone to schools and just done outdoor education as it is in standard applications. But I think it's an extra challenge for students to think about where things could be innovative in the field with a new theme. She continued by saying, "it's just that extra challenge, that reorientation of what we might usually do . . . having a theme challenges you to think outside of that discipline and outside of what might normally be expected in terms of CSL."

Sam noted that food security is multidimensional, so you can connect with it from different dimensions. This allows disciplines to connect with food security in ways that work for their discipline and their course as well as in ways that relate to community partner interests and needs. Max commented that he had not realized how connected food was to other elements until he started to focus on food security in his course. Alice mentioned that the focus on food security and the service-learning

approach dovetailed with other creative initiatives happening on campus, such as a new interdisciplinary program in their department. The underlying message was that food security might be a stretch at first but that the theme, along with a service-learning approach, led to new personal and professional insights.

4. Connects with other interests

The theme also resonated with faculty members' personal and professional interests. Faculty members were often drawn to this work due to interests they had in areas such as environmentalism, community gardening, and the local food movement. For example, five faculty members were themselves gardeners, growing some of their own food, or had other personal connections to the theme. Jane spoke of “influencing students” around topics and causes in which she valued their engagement. Neil talked about “channeling” his “commitment and politics.” Helen focused on building “capacity,” noting that they “have to build the infrastructure that [is needed] for the local food system.”

Theme as Potential Obstacle

Five faculty members mentioned that the food security theme added an additional element for them to consider when planning their service-learning course. For some faculty, such as Sara and Kim, this stretch was part of the attraction to service-learning.

Max, who is now an advocate of the value of the food security focus, noted that he found the theme “unwieldy” at first. He, like some of the other faculty I interviewed, commented that he “struggled at first” with how to incorporate service-learning into his course, as this pedagogy is “not very common” in his area of focus. In

addition he then had to consider how he might connect his course content to food security. The theme therefore potentially adds a level of complexity to the implementation of service-learning.

For each of the faculty in Groups Two and Three the theme was a noted reason why they do not incorporate service-learning. Ryan, in Group Two, expressed this point when he said, in relation to the food security focus,

That may be another reason why I didn't necessarily run screaming into CSL.

That isn't my specific area of expertise. . . . I think that because I haven't been involved in the research group . . . I wasn't sure how I would adopt CSL.

Sally, in Group Three, had similar reservations about the viability of the theme for her course. She commented that she is

not working specifically on food or in a local area. I don't know that I care about the theme in a general sense, but in terms of research I don't think that I really care about getting involved just because I have other research projects . . . the community service learning model and educating undergraduates, maybe I'm a little bit more interested in that.

Ryan and Eric, both in Group Two, mentioned similar reservations about whether the food security theme would be a good fit for their courses. None of the faculty who noted their reservations about the food security theme appeared to be engaging in service-learning in their teaching, so it is possible that the theme became a barrier to incorporating service-learning pedagogy as well as to being involved with the FSRN itself.

Two faculty members mentioned that they needed to go broader than the food security theme in order for them to incorporate service-learning into their courses. Kim related that

some faculty feel constrained to only offering CSL in a food context, and I've gone around that because I don't limit my students to food themes. I present CSL in the context of food security and I show how diverse food security is, but when a student says they want to do something on homelessness or developmental disabilities I can try to show them how food connects but I let them go in whatever direction they want to go. They don't have to focus on food. But I know for some faculty the focus on food becomes a barrier because they don't see how they can extend it fully into their work.

Overall, however, the food security theme was seen to be a reason why faculty were drawn to service-learning and the FSRN.

Localism

Northern University is located in northern Ontario within a friendly community where people tend to know many people in the city. Located on the northern tip of a lake, it is in an area rich in natural resources and beauty. It has a current population of 109,140 according to the city's website. Six of the interviewees commented that the city in which they live is different from other cities, particularly due to its fairly isolated location in northwestern Ontario and its long winters. Overall, living in a community such as this was both part of the attraction to a hands-on pedagogy like service-learning and an advantage to service-learning implementation, as I will explore in more detail later in the chapter.

Neil commented that the “intimacy” of the community setting “diminishes your capacity to throw up walls.” Sara suggested that living in the north might be a significant attractor for work such as service-learning in that she felt that

in northern, isolated places you have to be creative, you have to rely on these networks of people and interdependent kinds of relationships. Maybe this is a natural connection with this type of approach to teaching where you have to seek opportunities beyond your own resources and help one another.

Service-learning was therefore seen to be an approach that was congruent with living in a more remote setting. The interdependent nature of living in this type of city relates to both the people with whom you might work and the projects on which you might work. Tom spoke about the overlap between community projects, saying,

it’s very easy to get in touch with people. So in terms of working with people and having a positive energy, it’s very easy to control that energy and keep it very motivating and positive . . . here I know that if I work on the beef project I know that I’m going to basically touch on the poultry project or something that is related to that. That won’t happen in a big city.

Relationships were seen to be of primary importance. The interviews with Group One faculty gave me the sense that faculty members are aware of the happenings of the community and are therefore perhaps more in touch with both the existing needs of the community and the opportunities.

Jane related a story concerning how she relates to community members and why this is important.

I'm very aware of my position of Whiteness and privilege, and so I want to be very careful about asserting authority, particularly because the university in (name of city) in some instances does not have the kind of best reputation for its interactions with community, particularly marginalized kind of populations and particularly the Aboriginal population. There have been some serious concerns and a lack of accessibility, and so particularly when dealing with Aboriginal partners in the community I'm very much aware of my positionality, and so I always try and take a step back and let others speak for whatever they are speaking, and I am an ally and I work.

There was an awareness that how faculty interacted with the broader community was key to the success of service-learning work.

According to Helen, over 50% of the students attending Northern University come from outside the region. Kate noted that service-learning is a means to introduce these students to their new environment, with the intention of getting them engaged there. As Kate related, students from outside the area “don’t understand the people and the dynamics that are going on” and she felt that service-learning could “really help to get students grounded in this region.” Five of the participants in this study gave examples of how the community-engaged work that they and their students are doing in conjunction with their community partners is leading to employment opportunities in the region for their students and for the community at large. These employment opportunities potentially contribute to food security in the region and help to support the viability of the region.

A Sense of Loss

Neil noted that the region used to be known for its local production and distribution of food but that much of that was gone now. In addition to losses in local agricultural production there are also losses in forestry-related industries. Jeff spoke of the families moving from the area as a result of the decline of the local forestry industry. The recognition that families in the region are being affected and production opportunities are being lost, served as a reason for service-learning courses related to the forestry industry. For example, Jeff and his students engaged in community-based projects that sought to assist communities affected by changes in the forestry industry. One such project involved students working in conjunction with a group of community members who had purchased a recently closed plywood and waferboard plant. I observed a meeting where together the group of students and community members was considering options for reopening the plant in a way that would be viable and serve to revitalize the economy of the community. The students were conducting research and presenting options for consideration, and the community members were providing knowledge of their community and the industry as they worked through these options with the student groups. Later I heard students report on this project at the Food Forum.

Six faculty members spoke of the potential to turn things around through promoting and furthering community causes of importance to faculty, students and community partners. Neil noted that part of the motivation for the work of the trans-disciplinary faculty involved in the FSRN is

to regain some of those lost values of local production. To encourage the blossoming of the farmer's market and reintroduce agricultural practices that were missing in the region, and to utilize as much as possible the different disciplinary approaches that we're bringing to this.

The data from the interviews points to a sense that service-learning work could make a difference to projects of personal and local importance.

FSRN's Impact

Related to the theme of localism, in that it addressed the potential impact of this work on their local environment, was a question that I asked at the end of each of the interview. I asked faculty to imagine Northern University winning an award in 2015 for its service-learning program. The question was designed to gather information on the perceived effect of their service-learning work. In total, 10 participants specifically noted that this work would have made a noticeable impact. Six of the 10 participants imagined the broader communities becoming more resilient and sustainable as a result of this work, and therefore pointing to the work making a profound difference. Five of the 10 participants mentioned the uniqueness of the FSRN approach being recognized. Two of the 10 participants imagined the broader community becoming more deeply involved in the day- to-day work of the university, as an extension of the FSRN approach. One commented on the high level of engagement of faculty and students being recognized. These examples illustrate noticeable perceived outcomes from the FSRN's approach to service-learning, as well as the meaningfulness of the work. While these examples point predominantly to

institutional or community outcomes, faculty members addressed personal and professional outcomes in response to other interview questions.

Personal and Professional Outcomes

Three major themes I saw in the data suggest that incorporating service-learning resulted in: faculty learning and personal growth, an expanded academic role, and blurring the lines between various dichotomies related to faculty work and personal lives. While these themes will be discussed separately, they are interrelated and are often hard to separate as each informs the others and there is a fair degree of overlap between the points. The decision to incorporate service-learning focused on food security had been instrumental for faculty members, both personally and professionally, in several ways.

Faculty Learning and Personal Growth

Incorporating a service-learning approach led to opportunities to learn about a new way of teaching, to learn from community partners and students, and to learn new facets of their discipline or role.

Developing into service-learning practitioners – learning from teaching.

Almost everybody (11 out of the 13 faculty in Group One) commented on how they learned about teaching with service-learning over time and with experimentation. Only one faculty member mentioned learning about service-learning from books or journals. The 11 faculty members commented that their courses have evolved each year as they learned more about this pedagogy and gained greater comfort with this approach to teaching and learning. They refined and enhanced their courses based on what they had learned from the previous year's experience. Sam's course went through a few

iterations before he felt that he understood how to incorporate a service-learning approach. Sara noted where her approach had been too time intensive and how she had modified her model. Kim commented on how she had incorporated service-learning peripherally at first but had become more involved with community partners each year. The process of implementing service-learning was itself a source of learning, as were the people with whom faculty worked. Faculty members learned about the service-learning approach to teaching and learning from engaging in service-learning.

Faculty members' comfort level with experimentation seemed to influence their approach to service-learning design. Openness to experimentation seemed to be part of this learning process. Faculty members used words such as "tinkering" and being "innovative" when they spoke of their experience with incorporating service-learning in their teaching. Each Group One faculty member chose how to implement service-learning in a way that would likely work for his/her class.

Kim's experience provided one example of this experimental and developmental process. In her first attempt at incorporating service-learning, Kim started by "putting her toe in" by having her students complete a brief service-learning assignment. The second year, with a senior class, she had students involved with a community organization for the entire year-long course. In the third year she involved her personal contacts from community-based organizations in the lectures, where they presented some of the content to the students, and she based the rest of her course's design around these community sessions. As she gained confidence and experience, service-learning became a core focus in her course.

Six of the participants shared somewhat similar stories to Kim's, outlining their process of determining how best to incorporate service-learning in their courses.

Sam and Max represented two approaches to experimentation, with different levels of comfort for the experimentation involved. Sam noted that service-learning has been a source of rejuvenation and "reassures" him that he is "not irrelevant" due to his community connections that relate to his course content. He felt, however, that his current version of service-learning implementation was as far as he would feel comfortable going when implementing this pedagogy.

Max and Kim, by contrast, were more open to experimenting with course design. Max related that

I guess the one thing I have learned is that with service-learning you really can experiment, and you don't really have to feel like you know exactly what you're doing, you can kind of trust service-learning in that way I find...I know that if I do certain things, other things will result. So I have a certain amount of trust in the methodology and the whole pedagogy because I know that it has certain inherent virtues that I'm inclined to rely on.

Kim referred to an openness to uncertainty that was inherently required in this way of teaching, in particular if one co-creates a service-learning course with community partners. She said that

when you open it up to community there's always unknowns. I don't know how it will unfold, to have these partners at the table with me and we're all talking about what knowledge needs they have . . . it becomes much more complicated but then also much more interesting.

Inherent in the experimental process is a willingness to take risks. Failure could be part of the process.

Five faculty members in Group One shared examples of where their initial attempts at incorporating service-learning did not work as well as they had hoped.

Jane felt that a possible mismatch between the content of the course and the way that she had approached service-learning was the reason that it had not worked well in one of her courses. She noted that only some of her students appeared to be gaining from the service-learning component of the course while others “were totally unconcerned and . . . skipped . . . class.” She felt that she “need[ed] to figure out what [would] work better next time.” When incorporating service-learning in another of her courses it worked extremely well, leading to noticeable benefits for her students, the community partner and herself. She noted that in the course where service-learning was working well the students were taking responsibility for their learning, and were initiating projects in the community in conjunction with the community partner. She described the students as being “excited”, and being “engaged with the material” and how there were opportunities that had “sprung out of that class in very interesting and unexpected ways.”

Kate noted that she has found service-learning difficult to incorporate and felt that she had not yet “been successful at it.” She felt that she would need to “reimagine how [she] does it, because [she] think[s] it’s valuable.” Kate mentioned that she needs to spend more time planning and “giving it that kind of energy it needs.” Sam commented that it took him “a couple of practice attempts” before he felt his course was a service-learning course.

Kim explained the reason for her initial discomfort when implementing service-learning, saying it

goes way beyond the traditional comfort zone of the textbook with 12 chapters to lecture about. It becomes much more complicated but then also much more interesting.

Sam talked about having to get over his “inhibitions about incorporating this kind of thing in the classroom.” Although he felt he did not understand how to incorporate service-learning at first, he now he feels that “incorporating service-learning has been one of the factors that has made [him] enjoy teaching more.”

Although regrettable, failures could still involve a learning opportunity. Max felt that students can learn a lot in situations even where things do not go as planned, saying “even when you fail, you succeed because you still learn a lot and you just have all this insight into what you could do differently next time.”

Developing into service-learning practitioners – Learning from colleagues.

Eight participants spoke of learning about service-learning implementation from their faculty colleagues. They noted particular colleagues who had service-learning work in progress that was of interest to them and from whom they felt they could learn. Two participants commented that it was a result of a service-learning colleague (in addition to Helen who was noted by most people as the person who encouraged them to try service-learning) that they implemented service-learning in their courses.

Max was one of the people for whom a colleague had been instrumental in his introduction to service-learning. He acknowledged his colleagues as being key to his

ongoing learning about service-learning and spoke to the value and power of the faculty service-learning community. He said,

you have a kind of a micro community within the institution of people who are into CSL, who advocate for CSL. You can learn a lot from people like that in a very short amount of time. So I've really enjoyed the discussions I have had with other faculty members about CSL . . . As I prepare to teach this course again, [I will] sit down again and have a talk about CSL . . . to get an updated sense from them what they've done in the meantime.

Max's comments underscore both that faculty in service-learning can learn from each other and that their mutual interest in service-learning serves as a bridge to connect them to each other.

Six participants mentioned that the FSRN faculty group used to meet together when they first started the network but they no longer do so on a regular basis. Now faculty tend to make those connections themselves, seeking out their colleagues' advice and input as they wish to.

Three people mentioned a desire to get together more frequently, in a group setting, with their colleagues. All three were in Group One, with two of the three having incorporated service-learning in more peripheral ways to date. Kate, who was one of the three, felt that

CSL could go a lot further if faculty members who were dealing with or trying to implement it were able to talk to each other more about the successes . . . people can get inspired by that, they come and see "oh it really can work and here's how it can," and it gets people thinking about that . . . we don't talk to

each other enough about how to make it work and how to deal with those challenges and how other people have dealt with it.

Others noted the value that they had gained from group meetings. Sam shared how the group meetings had been pivotal in his implementation of service-learning. He said that he

really struggled with the concept [of incorporating service-learning], so it was really good to get to hear what a sociologist who used this for several years was able to say about this. What somebody in nutrition was able to say about this, somebody in English was able to say about this, and I finally wrapped my own head around it and sat down and developed an exercise.

Although Alice had not been able to attend the meetings, she thought they were a good idea and hoped that they would be reinstated.

When I asked Helen why the faculty meetings no longer occur she noted that the way that faculty now connect and learn from each other stems somewhat from the FSRN's contextual fluidity design. One of the goals of the FSRN was to develop a structure that is "decentralized in that every point is a centre and place-based . . . [and] we come together when it makes sense," for example in the end of year celebration of service-learning, named the "Food Forum." Where she saw a need for faculty group meetings when the FSRN was in its infancy, she now felt that informal, decentralized connections were preferable. In this way it is possible that Helen's vision of faculty supporting each other differed from that of some of the Group One faculty.

Enriching and Broadening the Academic's Role

For seven of the faculty members, service-learning research and teaching transformed the way that they functioned in their academic roles and was attributed as being a source of enrichment to them as academics, both professionally and personally. In addition, engagement with service-learning became a means to blend various elements of their academic role.

Engaging with the broader community. As Kim and Helen noted, and others intimated, academics are not taught how to interact with the broader community as part of their preparation to be an academic. Helen felt that “faculty have struggled because they’ve had no mentorship” in how to work with community members. Working in conjunction with the broader community can be far outside faculty comfort zones. Kim mentioned that

it’s almost like we focus on our disciplines, and then publishing our journal articles and engaging with the community is not something that we’re ever taught how to do. Or making our research meaningful is not something we’re ever taught how to do. We just have to figure it out on our own, and service-learning was a door, it was a way into that for me.

Faculty members like Kim were therefore not only enriching their courses through service-learning, they were also bringing more meaning to their work.

Jane’s comment summed up what many participants expressed:

It’s easy I think, as an academic, to really become isolated in what we do, that we have students that come in, we give lectures, we assign readings, and then

they go out in the world. And I find with this community engagement, it's drawing me more out into the community than I have been before.

Jane conceptualized her engagement with her students while in community-initiated projects as mutual learning, saying "it's not just [students] learning about activism, it's me learning how people engage with the community, and that's really exciting."

Part of learning from the community was an appreciation for the value of community knowledge. Three faculty members noted how community members also generated knowledge, and that knowledge could enrich the partnership and the course. Kim, for example, commented "people are trying to create knowledge for themselves. They all have issues, problems that they're struggling with in their political movements, and they're trying to come up with solutions to it."

Kim saw herself as having a valuable role in contributing to knowledge generation but recognized that she was not the only contributor to the knowledge.

There's knowledge that I might be able to access to contribute to it, or there's skills that I might have that I can lend to it, or resources from the university that I might lend to it. So that was another surprise—that knowledge creation is happening and that solutions are being sought and they're not always turning to academics to do it. They're turning to themselves, and they're figuring it out on their own.

Kim's insight represented a shift in her thinking and led her to insights about her role in community-based settings.

Broadening research. Faculty members in the FSRN consider service-learning as an approach to research as well as teaching. They spoke of the two areas in

integrated ways, or ways in which one would feed the other. Four faculty members had started with service-learning in their research, working with students and community partners on research topics of relevance to food security in the local or regional community. They then incorporated this approach into their teaching. The research projects became embedded in the course, so that the research was a means to learning the content of the course. Paul, in Group Two, commented that

professors' teaching and research should be integrated. Because really what you're doing through service-learning is data collection, for your own research. You do independent data collection but this is data collection coming in filtered through the experience of students . . . really the stronger the correlation between the teaching and the research, the better both tend to be because there's a synergy that builds up. So for me the best service-learning profs would be those whose research relates to what the service-learning course is about. It's closer to their heart.

Sam noted that he gained insights from his teaching that related to research. He said that service-learning "forces us to think about who is evaluating our research." Helen gave several examples of how the content of her courses had been connected to research projects undertaken by her and her students in the community. She spoke about changes that had happened in the local community as a result of the research that had been done and how the students had found the research to be particularly meaningful. She noted that she has students that come back to her years later and speak about how the research still resonates with them.

Kim noted that the food security approach built on her ongoing commitment to “environmental and sustainability issues and community well-being” as well as providing her with a means to be the type of academic that she had always wanted to be.

I’ve always longed to have my work be meaningful, and I didn’t see ways to do that through my straight-up training as an academic in grad school . . . It’s made my thinking about my own work more holistic in that I recognize having to see beyond my discipline and the categorical research we do in terms of “this is the theory, this is the test” . . . now it’s “here’s the issue and how can we approach that from multiple sides?” and the research projects just come out of that.

Kim had therefore found a pathway to personal growth, and her thinking about her work had shifted in meaningful ways.

Kim spoke of how her research had been enhanced and deepened through her involvement with service-learning.

My research is moving more and more into a macro scale, looking at a complexity of factors, . . . looking at everything from cultural worldviews and mindsets right down to structures . . . in the community, and at policies and infrastructures. It’s affected how I look at my research questions. Instead of focusing on the narrow . . . and saying I’m interested in individual minutia and how these minute psychological factors affect behavior.

She also recalled how this work had “caused [her] to think differently about the published work in the field” and “see gaps that [she] might not have seen.” She noted

that following theoretical models in the literature often “feels hollow when you look at it in the context of the actual people out in the community,” and therefore a service-learning approach has

affected my thinking and my approach to both research and scholarly activity of my own, as well as my teaching, by causing me to try to find ways of making my understanding of, or presentation of, the knowledge more complex, more resonant with the experiences that people are having, more accommodating of all the differences and nuances and multidimensional aspects of things. It has really fleshed out my approach to research and teaching and even to my own development.

Her service-learning insights have profoundly changed the way she thinks and approaches her work.

Tom’s research is on topics related to local food production, so for him the FSRN and a service-learning approach provided a way to combine research grants and opportunities to engage students in elements of that research that relates to classroom content. He felt that it enhanced his research and his teaching, describing it as a “win/win.” Tom commented that he naturally looked for ways to incorporate his students in work that he was doing in the broader community. He has students take charge of elements of the data collection and then, with their permission, incorporates the student work into his future classes.

Bruce saw the FSRN’s approach as being an opportunity for him to incorporate masters’ students into research that he was doing on propagating crops suited to northern climates. He noted that at times student research generated the data that

piqued other faculty's interest and was then developed further. He gave examples of where he had collaborated on projects with faculty in other disciplines where their disciplinary interests had been complementary and one project had led to another. In addition to incorporating a food security approach in his research, he also incorporates a food security approach in at least one of the courses he teaches.

Helen related how her students had conducted needs assessments and other community-based research on a variety of topics, including community gardens and experiences of people relating to food security. She noted that she and her students contribute the equivalent of approximately \$100,000 or more of research in the community on an annual basis.

Enriching teaching and learning. Six faculty in Group One mentioned that they functioned as a guide or co-learner in teaching service-learning courses, letting students take the lead. For example, Jane took a background role in community-based settings in that

whatever they tell me they need I try and help that happen, and they determine what those needs are. [They being the students and the community partner.]

Because it's not my job to be the authority. With the students, when we doing this kind of activism I don't see them as students. I see them as equal adults that are participating in this project with me, and to treat them as students would be, I think, a disservice to the work that they do.

Jane's relationship with her students and community partners became one of joint contributors to a mutual project or cause.

Some faculty members gave examples of how it was up to them to design the

structure of the course and assess students (sometimes one or both were done in conjunction with community partners), but from there the students took the lead in the learning and community relationship building. Tom described it as “outsourcing the learning experience.” He spoke of the need for students to “take ownership” but noted that he continues to monitor the process to ensure that “they develop certain skills”. The faculty member becomes facilitator or guide, with the students in the forefront, giving students more responsibility for how they learn the course material and how they work with community partners.

The words “fun,” “interesting” and “exciting” were used in 10 of the Group One interviews. Helen summed it up:

I think they’re listening to their colleagues in their departments and noticing that they’re doing something different and they’re having fun, *and* [her emphasis] the students seem to be enjoying these courses, and to a certain extent I think the students are demanding it.

Kim noted that working with community partners as part of the course was a source of fun in her teaching. She also made the distinction of faculty as community member. She said,

one of the things . . . that surprised me was how fun it was when you actually had the partners in and the students are talking, and I’ve had to let go of my fear. I had this huge fear that I’m imposing on these people . . . Once I let go of that I thought, “oh this *is* [her emphasis] fun” (laughs) and everybody was having fun. And I thought “oh this is great.” Trust, friendship, fun. That all starts from approaching it as a community member first, as opposed to

approaching it as an academic trying to *get* [her emphasis] something.

In addition, six faculty members noted that the students get “excited” about this type of learning and go beyond course expectations, which is a source of satisfaction and learning for faculty members.

Integrating Personal and Professional

As shown in this section, for many faculty, what might have started as a professional opportunity became personal. Or it might have started as a personal interaction, as a community member, that then led to a curricular connection.

Professional Becomes Personal

Kim and Jane shared examples of how professional relationships became personal as well. In reflecting back on the evolution of her own service-learning model, Kim commented:

I think what I see happening over the course of those service-learning courses is that I’m getting myself closer to the community, first through my students, then bringing it in a little bit more, still through my students, and then starting to bring it in through me into the classroom setting. It’s becoming more personal. I’m getting closer to it as we go along, and as I’ve done that, then it has also affected my thinking . . . as a researcher and as a scholar.

Jane related what she learns from her community partners by giving an example of how what might have been a more abstract or theoretical interest becomes more intimate, and a source of her own growth. She said that this work

affects very close friends of mine, it's become very different and very personal.

So I think it's just inherently changed me . . . I think that's been very important and profound.

Jane gave an example of the depth of her feelings of connectedness and investment with her community partners by noting how, when things did not go smoothly, she found herself "being the person who's trying to negotiate the personalities. [She] want[s] a solution [as] the broader principle is more important." She laughingly mentioned that she knows that she is growing as a person as a result of her community engagement and these situations where she sees herself as "negotiating peace." She related a story of a faculty colleague remarking on changes he had seen in her, saying, "I would have never seen that four years ago . . . We're changing you," to which she replied "yes, yes, you are."

Kim also noted how her approach to working with community members in her research had changed as a result of her service-learning interactions.

I've become just a part of the social movement. I'm contributing all kinds of things to those movements, and the research questions come secondarily, or it comes as a resource that I can lend to their work Whereas before I would approach it as "I am the researcher, I have this grant, here, will you work with me because I can do this research in your setting." Instead now I'm already there in the setting, I'm part of the fabric of the movement, and as we're all talking, "well, here's some resources I can lend. I can lend some students to this, maybe we can apply for a grant to look at this," and then part of the research becomes part of the action, so it blurs all of those boundaries between

academic and community, between research and just community activism or community social movement participation.

Kim's example demonstrated the shift that took place as she became more integrated into the community setting.

Personal Becomes Professional

In addition to examples where professional opportunities became personal, there were examples where personal experiences became incorporated into the professional realm. Sara spoke about how the service-learning approach to teaching and learning fit her own style of learning:

As a student, [I] experienced that way of learning, and that's when I really blossomed as a student. I was always good academically, but I wasn't outgoing or involved in the community like that. I think it was being exposed to that that, as an instructor, makes me want to do those sorts of practices.

Sara was therefore able to integrate the personal and the professional in her teaching approach.

Another example of the personal integrating with the professional arose when faculty members' personal involvement in communities beyond the campus became associated with their academic role. Max provided an illustration of how his involvement with a community garden, in a personal capacity outside of his professional role, was enhanced through his involvement with service-learning and the FSRN. He commented that

service-learning activities deepen and strengthen and expand my connection to the community and bring me into contact with people who are doing related

things. For example, FSRN puts on soil and insect workshops that I try to get my community gardening people to attend. Through my course I met a dietician at the (name of City) Health Unit whose colleague heads up a community gardening collective that I didn't know about. Now the community garden I coordinate is registered with the city, and we have access to resources that we didn't have before.

Involvement with service-learning was therefore both personal and professional.

As illustrated above, engagement with service-learning has been instrumental for the faculty in Group One. I now turn to Groups Two and Three to highlight some insights gained from their interviews.

Insights from Groups Two and Three

Although Groups Two and Three were small in number, their input provided insight into three areas: how they were introduced to CSL, what appeared to prevent them from implementing CSL or what caused them to stop implementing CSL, and their connection to the theme of food security.

Participants in Group Two had heard of the FSRN and/or service-learning but had not yet found a way to incorporate this approach into their courses or their research. They appeared to be interested in service-learning as a possible addition to their courses. In the interviews, Group Two faculty tended to focus their answers around elements of service-learning pedagogy and their thoughts on how it might be introduced in their course(s) and why they had not done so as yet. In conversations about service-learning they did not tend to make connections to issues of food security, and only one of the group spoke of how being associated with the FSRN was a draw

for him. It appeared that the pedagogy might attract them more than the topic of food security.

Group Three, or faculty who were no longer incorporating a service-learning approach, had both had one experience with service-learning and had incorporated it in a peripheral way. Both of these faculty members had implemented service-learning at the request of a student. Nick had incorporated a service-learning option in one iteration of his course in order for a student to complete a project related to food security. One could argue that what he did was not strictly service-learning, but as this course is listed on the FSRN website, I have included it here. Sally had tried a service-learning approach with a focus on food security through incorporating one group project into her course. She found the project unsuccessful for her and her course. She abandoned the approach at the end of the year. She remained somewhat interested in service-learning as an approach but not in the food security focus.

Eric, Ryan, and Paul, all members of Group Two, shared reasons why they had not yet incorporated a service-learning approach. Eric considered service-learning as a good fit for his course but had not yet found a way to implement it. He felt it would require more planning and thought before implementation. Ryan had supervised a student in a service-learning graduate thesis but had not yet implemented it in his course. He contemplated the possibility of doing so sometime in the future. Paul had spent 2 years researching how his colleagues were implementing service-learning, and then he unexpectedly left Northern University just as he was about to implement service-learning for the first time. He planned to incorporate service-learning at his new institution. Group One faculty (currently involved with SL) could be

distinguished from Group Two faculty (not yet involved) in their comfort with experimentation. While members of Group One appeared to be willing to learn as they went along, faculty in Group Two appeared not to be comfortable with implementing service-learning without being sure of how to do so. They seemed to want to have it planned out before they began.

Helen, the director of the FSRN, noted that service-learning is not likely a fit for all faculty. She commented that universities benefit from a diversity of approaches. While Helen's point holds for any service-learning program, it is possible that the food security theme added a layer of complexity that became an obstacle to these faculty engaging in or continuing to engage in service-learning. It is also possible that the theme did not resonate with these faculty members, where a more general approach to service-learning might have done so.

Summary

Incorporating a service-learning approach led to learning opportunities for Group One faculty members that related to their teaching and research and to themselves personally. It created opportunities for these faculty members, their students, and their community partners. The decision to incorporate service-learning and become a part of a larger food security network had an impact on them as people and on their careers, and this approach was seen to be beneficial. Although their names appeared on the FSRN website, faculty in Group Two had not yet incorporated service-learning and did not appear to be sure of how they might incorporate this approach in their teaching or research or when they might do so. Faculty in Group Three had tried a version of service-learning in one course each, but did not continue

with this approach. It appears that for faculty in Groups Two and Three, a service-learning approach was not enough of a draw or did not appear to them to be a good fit for them and their work. In addition the theme might, in effect, have become an obstacle that delayed or prevented them from engaging with service-learning, as either they did not see a close fit between the theme and their course, or it added a potential layer of complexity to course planning that perhaps contributed to their lack of involvement with service-learning.

In the next two chapters I discuss the findings from this research in relation to relevant literature, and point to the possible contributions of the study.

CHAPTER FIVE: DISCUSSION

In this chapter I further discuss several of the findings from this study. While this research has broadened in focus to consider faculty experiences within a themed service-learning approach, consistent with the original research questions it still includes information on what attracts and sustains service-learning faculty, and considers the effects of this work on them, personally and professionally.

I begin this chapter by discussing what I learned about the nature of my research questions and how this led me to further insights regarding the service-learning work undertaken by faculty in this study. I discuss the various binaries and dichotomies illuminated by this research. I then consider how the themes in this study suggest areas of growth, responding to O'Meara et al.'s (2008) call for more of a focus on growth in the analysis of faculty work. As in Chapter Four, when I write of faculty I am referring to faculty in Group One (currently involved with service-learning) unless I note otherwise.

Challenging Binaries or Dichotomies

In this research study I explored the experiences of faculty engaging with service-learning, with a particular focus on what attracted faculty members in the FSRN to service-learning with a food security focus, and how this decision has affected them. As noted in Chapter Four, I realized when analyzing my data that I effectively had one research question, not two. As I considered the data concerning the benefits of engaging with service-learning, I came to see that having two questions was an artificial separation, in that the attraction to the work and the benefits derived are so closely entwined or integrated, a conclusion that supports that of O'Meara

(2013). O'Meara draws on Astin's (1993) IEO Model of inputs, processes, and outcomes to explore faculty motivations to engage in service-learning. She concludes that faculty are variously motivated by service-learning and notes that their experienced "outcomes cycle back and become inputs as they become new motivational forces" (p. 222). Stated another way, Vogelgesang (2009) points to Youniss and Yates' (1997) work that suggests that for students "motivation might be a *product* of engagement, not just a precursor" (p. 240). The same appears to fit the faculty in this study.

Once I realized the artificiality of having two questions, I also became aware of other areas of artificiality that are challenged by faculty in this study, and other binaries or dichotomies related to faculty engagement in service-learning in their context of higher education. Based on this study it appears that service-learning could be a pathway to challenging those binaries and dichotomies, by integrating several facets of faculty work, and perhaps this is one of the reasons why service-learning is attractive to these faculty members.

Overall a Westernized, positivist approach divides information into categories (Sterling, 1990; Watkins & Mohr, 2001), and as a result of this study I have become more aware of how I do that myself. Palmer (2007) writes of our tendency in analytical thinking to set things up as "poles" or "either-ors" (p. 64). The latter phrase is reminiscent of Dewey (1938), who noted that in our "either-or" thinking we fail to consider "intermediate possibilities" (p. 17). Our arguments are often set up for one side or the other, not both. Palmer (2007) writes that "we see everything as this or that,

plus or minus, on or off, black or white; and we fragment reality into an endless series of either-ors. In a phrase, we think the world apart” (p. 64).

Watkins and Mohr (2001) state that classification can become our “comfort zone,” but actually it is not in keeping with our brains that are designed to “gather data in a neural network” that is “seemingly chaotic”(p. 9). Binaries are often simplistic and do not adequately represent the complexity of our thinking, our practices, and our world.

Binaries and Other False Divisions in Faculty Work

This study suggests that Group One faculty are integrating their various faculty roles, and in effect blurring the lines between some of the false dichotomies in higher education. In addition their service-learning approaches often result in blurring between personal and professional identities, as outlined in Chapter Four. I now consider the results of this research study in relation to elements of faculty work in general. I then point to service-learning in particular, where I consider the blurred nature of roles highlighted in this study, and what this study suggests about service-learning faculty work at its best.

Research, teaching, service. The faculty in this study are working in ways that challenge binary thinking, as evidenced in how they work with their various partners, how they combine personal and professional interests, and how the various facets of their faculty role become integrated. The fluidity encouraged by the FSRN model is evident in how many of the faculty integrate their research, teaching, and service activities. In my interviews with faculty in Group One (continuing with SL), I noticed how research projects linked into teaching opportunities (for example, research led to

course topics) or how courses integrated with research opportunities (for example, the course generated data for research). Graduate students were involved in elements of the food security research, as were some undergraduate students, representing another layer of integration within research, teaching, and service.

Higher education institutions categorize faculty work into discrete categories of research, teaching, and service in their accountability and reward systems (Colbeck, 1998, 2002). Traditionally higher education systems have rewarded academics for having a specialized focus (Hutchings, Huber, & Ciccone, 2011). This reward system can result in “tensions” between research and practice and between research and teaching (Hutchings et al., 2011, p. 20). I came to realize that for many of these Group One faculty members, the method of measuring faculty work in distinct categories, namely research, teaching, service (usually in that order of priority and recognition from higher education institutions) appears to be artificial. Their service-learning work is a pathway to blending the three areas. Colbeck (2002) comments that faculty roles are usually more integrated than depicted in higher education reward systems. She suggests that the integration of faculty roles benefits the quality of their research, teaching, and service, and that in the process of integration they are often addressing more than one institutional goal. Clayton, Hess, Jaeger, Jameson, and McGuire (2013) refer to this integration as an “interconnected set of identities” (p. 247). There are potentially benefits, both institutionally and personally, to seeing these categories in more integrated ways.

Faculty are becoming practitioner-scholars. Starting from either direction, research and practice become integrated and inform each other. Through being

researchers, practitioners, and service-learning participants themselves, co-creating the service-learning research and teaching together, faculty could be seen to be extending Stanton's (2000) vision of research informing practice and practice informing research. As faculty integrate their research, teaching, and service, the distinctions between what is research, teaching, and service become more blurred. Freire (2001) eloquently stated the nature of this integration, although he refers only to research and teaching, when he wrote,

there is no such thing as teaching without research and research without teaching. One inhabits the body of the other. As I teach, I continue to search and re-search. I teach because I search, because I question, and because I submit myself to questioning. I research because I notice things, take cognizance of them. And in so doing, I intervene. And intervening, I educate and educate myself. I do research so as to know what I do not yet know and to communicate and proclaim what I discover. (p. 35)

As will be explored in more detail later in this chapter, the faculty member is both teacher and learner, researcher and teacher, researcher and practitioner. This integration potentially enriches their various roles. It could be said that faculty in Group One are evidence of Boyer's (1990) expanded vision of scholarship, in which he called for

a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. (p. 24)

Boyer acknowledged that these areas are identified as separate areas but that they “dynamically interact, forming an interdependent whole” (p. 25).

On the completion of my study I read the FSRN’s First Annual J. W. McConnell Family Foundation Report (FSRN, 2007) and realized that building closer ties between research, teaching, and service is one of the goals of the FSRN. My analysis of the data suggests that for Group One faculty the way that their research, teaching, and service feed into each other, through service-learning, is enriching their academic roles and themselves personally. The FSRN’s goal is being achieved.

Faculty as teacher, student as learner. In addition to the false division of faculty work into distinct categories, another of the false dichotomies is that of faculty as teacher and student as learner. As this study and literature (e.g., Clayton et al., 2013; O’Meara et al., 2008) suggest, faculty members in service-learning are both teachers and learners (as are students and community members). This expanded view of faculty as both teacher and learner will be further developed in the section on faculty learning, later in this chapter. I note it here as this study complicates and expands how the faculty role is often interpreted within higher education and points to service-learning becoming a pathway to a broadened engagement with students, and with communities. Freire (2001) comments on the need to “overcome debilitating dualisms” such as this, of separating practice from theory, authority and freedom, ignorance and knowledge, respect for the teacher and respect for the students, and teaching and learning. None of these terms can be mechanically separated one from the other. As a teacher, I am dealing with the exercise of my own freedom and my own authority. But I am at the same time dealing directly with the freedom of

the students and the development of their autonomy, not forgetting that they are also in the process of building up their own authority. As a teacher, I cannot help the students to overcome their ignorance if I am not engaged permanently in trying to overcome my own. I cannot teach what I do not know. (Freire, 2001, pp. 88 – 89)

Through blurring the lines between the artificial division of roles faculty become both teacher and learner, as do students and other partners.

Binaries in Service-Learning

While the various dichotomies depicted suggest artificiality in our understanding of and categorization of faculty work, they are also pertinent to elements of service-learning itself. Henry (2005) links binary thinking specifically to service-learning and to the manner in which the field tends to separate service-learning participants into roles, such as “server” and “served” (using terms reminiscent of the work of Sigmon, 1979). She writes that this thinking is an “overly simplistic approach to understanding those involved in the service-learning relationship” and that it helps to create an “‘us/them’ dichotomy” (p. 45). Henry comments that

rather than seeing the complexity and multipositional points of view from which people in service-learning relationships operate, this dichotomy remains too blunt to reveal the variety of identities of the partners involved. (p. 45)

Similarly, Donahue, Bowyer, and Rosenberg (2003) point to Hillman’s (1999) work in which she challenges the notion of the server/served binary and focuses instead on the relationship between people and what they each contribute to and learn from the relationship. The FSRN’s contextual fluidity approach (which I will explore further in

Chapter Six) and the work of these faculty members appear to challenge this binary. The FSRN's Contextual Fluidity Partnership Model stresses organic, emergent processes driven by relationships and context, and the focus is on seeing each other as community.

Faculty as community members, in community. The FSRN positions faculty as being "in community" (FSRN, 2011), interacting as one of the community members, not working *with* community, which could imply the separation into roles of faculty and community. Framing their work and their approach as "in community" encourages faculty and their partners to focus on a subject of mutual interest rather than taking an approach where faculty are seen to be bringing the expertise of the university to the community to solve community-based needs. Nelson and Stroink (in press) refer to FSRN faculty as being "community members who are academically trained" (p. 21). In this way the FSRN approach challenges the faculty/community or campus/community distinctions that are so often depicted in the community engagement literature. It frames the campus as being part of the community and faculty members as being community members. It challenges the ivory tower mentality sometimes attributed to academics or their institutions, as does the service-learning field in general (Fryer, as cited in Fryer, et al., 2007).

The framing of campus and faculty as being "in community" emphasizes that if one approaches the service-learning work acknowledging that one is both a faculty member and a member of the broader community, there is a greater chance to achieve the FSRN vision of working from within the community. It focuses on the relationship between partners and points to a common "third thing" (Palmer, 2007, p. 119), namely

the project at hand, or food security more generally, that all partners work with each other to achieve and approach “issues as ‘us’ issues not ‘we-them’ issues” (FSRN, 2009, p. 11). The “third thing” suggests another benefit to having a themed approach.

Learning to be “in community.” As noted by several participants in this study, learning how to work with community members is an area of enrichment and growth for them and for their work. According to Nelson and Stroink (in press), in addition to expanding the content and focus of their courses through working along with community and student partners on projects of value to building food security, faculty also expand their research approaches and methods. Several FSRN faculty members were not involved in working with community members before their service-learning work, and commented on this new area of learning. Although they live and work in communities academics are not traditionally taught how to work with community members, as part of their academic training (Fryer et al., 2007).

This integration of and broadening of traditional notions of faculty work, explored through faculty experiences with service-learning and being in community, appears to be contributing to the rewarding nature of service-learning involvement and to an environment within which faculty grow. Seen through the lens of Appreciative Inquiry, this integration and broadening of faculty work is an example of faculty work that “gives life” to teaching and research, and is evidence of faculty service-learning work “at its best” (Cooperrider & Whitney, 2005, p. 8).

Opportunities for Growth

Service-learning pedagogy is known to be more labour intensive than traditional teaching pedagogies (Abes et al., 2002; Bulot & Johnson, 2006; Butin,

2007) even where there are intermediaries to assist with service-learning placements. Rather than seeming overwhelmed by their combined roles and responsibilities, faculty in Group One appeared to be energized by this work. As noted in Chapter Four, many faculty members spoke of how much fun and enjoyment they were gaining from their teaching and research. Service-learning seemed to be a source of new energy, insights and opportunities.

Transformation

Eyler and Giles (1999) note that service-learning involves learning from experience; it is connected learning that includes, amongst other outcomes, personal and interpersonal development. In addition they consider that with service-learning, “learning begins with personal connections, [it is] useful, . . . developmental, [and] . . . transforming” (pp. 14–19). Eyler and Giles state that service-learning begins with a “passionate interest” (p. 15) and that passion is personal. The faculty in Group One appear to have had a very similar experience to the students depicted by Eyler and Giles; it is not only students who are gaining personally, academically, and civically through service-learning, these faculty members are too.

Eyler and Giles (1999) refer to the service-learning as potentially being a “catalyst for a dramatic redirection” (p. 18) in students’ lives. This study, and recent literature, suggests that service-learning can also be transformational for faculty members as well (Bringle, Clayton, & Price, 2009; Clayton, Bringle, Senor, Huq, & Morrison, 2010; Clayton, et al., 2013; Enos & Morton, 2003), and it appears to have been so for several faculty in this study.

Clayton and Ash (2004) note that it is the nature of the pedagogy itself that creates much of its transformative potential. Service-learning is by its nature somewhat unpredictable, messy, it challenges more traditional methods of teaching and learning, and recognizes knowledge sources that go beyond the traditional learning tools of the lecture and books (Clayton & Ash, 2004; Howard, 1998). Howard (1998) refers to it as being “counter-normative.” It requires faculty to adjust how they design and teach courses and to work in conjunction with partners in that process. It also opens up options for new means of assessment and learning (Clayton & Ash, 2004; Howard, 1998). The counter-normative nature of service-learning therefore creates opportunities for learning that shifts perspectives on teaching and learning (Clayton & Ash, 2004) and is potentially transformative.

Where faculty learning has been a focus in the service-learning literature, it has tended to centre on the adjustments in faculty teaching styles as they learn to teach with this new counter-normative pedagogy (for example, Bringle & Hatcher, 1995; Howard, 1998). Some recent literature has started to consider faculty as learners and has paid attention to what faculty are learning (that goes beyond teaching techniques) and to the effects of this learning on them (e.g., Clayton et al., 2013; Neumann, 2009; O’Meara et al., 2008). This study provides examples of faculty members experimenting with and learning from the counter-normative opportunities within service-learning, and the rewarding nature of those experiences for faculty, both personally and professionally. As noted earlier, in reference to how outputs from the work become the motivation to continue, these learning and growth experiences appear to contribute to the ongoing faculty engagement with service-learning. These

experiences are examples of what Cooperrider & Whitney (2005, p. 14) refer to as the “highpoint experiences” that represent what “gives life” to faculty involvement with service-learning, sought out in the Appreciative Inquiry process.

Faculty as Learners

Some faculty members in this study did not explicitly comment on their own learning, while it was apparent to me that they were learning. While this observation might relate to the nature of the questions asked in the interview, it could also relate to faculty focusing on student learning and other outcomes from service-learning rather than on themselves. As the purpose of this study was not explicitly focused on faculty learning, I did not ask questions targeted directly at accessing faculty perceptions of themselves as learners. A valuable follow-up study could further explore faculty learning.

Clayton et al. (2013) suggest that in investigating faculty learning one should focus on both what and how faculty are learning. According to O’Meara (2013), research suggests that faculty are likely to be drawn to service learning and motivated to become more deeply engaged if they expect and find out (a) that they are learning something important for their professional and personal lives and (b) that their teaching goals are being met. (p. 231)

Faculty in this study appear to be achieving both objectives.

What and How Faculty Learn. What faculty learn is influenced by how they learn.

Faculty incorporating a service-learning approach may be new to this way of teaching and learning, having come from a more traditional background themselves

(Clayton & O'Steen, 2010). As noted in Chapter Four, as they engage in service-learning faculty learn how to work effectively in a co-learning and co-teaching situation that involves working in conjunction with community partners (Clayton & O'Steen, 2010). They also learn how to deal with the unknowns and unpredictability that are invariably a part of the service-learning approach (Clayton & O'Steen, 2010; Howard, 2003). Stanton (as cited in Gelmon, Stanton, Rudd, & Pacheco-Pinzon, 2009) observes that

most service-learning people . . . tend to be activists in our approach to our work. We kind of make it up as we go along. In that sense we are experiential learners learning our practice as we go, learning how to work with our students and our community partners so that they become our teachers, not our research subjects. (p. 254)

Group One faculty in this study would appear to have followed a similar learning process, as outlined below.

What faculty learn. Faculty in Group One in this study appear to be learning about:

- a new pedagogy or approach to teaching, learning, research, and service
- new insights into their discipline and its application in community settings
- food security and associated elements
- new elements of their context (city, university etc.) from their experiences and from the perspectives of others. They are learning with and from their partners and peers—students, community members, other faculty

- working in community-based settings with a variety of community members from diverse cultural backgrounds (organizational and personal)
- themselves, or connecting with their “true self,” as one participant phrased it.

Two of the participants spoke about how service-learning had been a pathway to being the academics they wanted to be and to connecting them, in their professional roles, with who they are as people. Professionally it gave them a vehicle to connect with their inner selves.

Service-learning frees faculty from the podium (physically and intellectually) and opens up new ways of experiencing the course content, of generating knowledge, and of being an academic. It takes time and requires experimentation, much like evolving into an accomplished jazz player.

How faculty learn. Several faculty in Group One noted that they learned from their service-learning faculty colleagues. Their service-learning conversations occurred across departments and disciplines, and introduced faculty members to colleagues that they probably would not have otherwise got to know.

Faculty learned from their own and their students’ experiences, and they also learned from their community partners. Faculty learned from how the students experienced the service-learning course and from what worked and did not work in the service-learning design. These insights were then used to amend the course’s design. In addition, student or community members’ knowledge or data could be incorporated in future iterations of the course. Incorporating student and community knowledge was seen to recognize the value of both student and community knowledge and to enhance the course. To quote Freire (1970/1994),

the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students. (p. 80)

There is a blurring of the boundaries between roles, and the relationship becomes a vehicle for mutual learning.

As noted in Chapter One, Cameron (2010), in his exploration of the FSRN, wrote that in service-learning activities faculty become “a custodian of what the students and the community partners have learned together” (p. 22). Based on this study I would extend that statement. Not only are faculty functioning as a “custodian” or caretaker of community-generated knowledge, ensuring that it becomes a part of the future learning, they are also part of that joint learning and it is just as much their learning and knowledge that is being integrated into future versions of the course. Clayton et al. (2013) refer to this as “co-learning” and explain that

by co-learning we mean that faculty not only learn too (i.e., in addition to students) but that they learn with their students and community partners in service learning: their learning is a dimension and an emergent outcome of being in partnership with other learners, and it is interdependent with the learning of others. (p. 247)

This co-learning appeared to be a source of renewed energy and contributed to the attractiveness of service-learning pedagogy for faculty, and from my perspective could serve as a model of service-learning at its best.

Conclusion

This chapter has highlighted some of the pertinent findings from this study and what they suggest concerning the nature of faculty experiences with service-learning and/or faculty work in general. In Chapter Six I extend this discussion to explore the themed approach to service-learning undertaken by faculty in this study. I end the chapter, and the dissertation, by considering some of the implications of this study and point to possible further research.

CHAPTER SIX: FURTHER REFLECTIONS, IMPLICATIONS AND CONCLUSION

In this chapter I reflect on the FSRN model and food security theme, relating the discussion to faculty involvement with service-learning as interpreted through the lenses of complexity thinking and transdisciplinarity. I raise possibilities for future research throughout the chapter and end with a discussion of the significance of this study, along with possible implications and future directions suggested by this research.

In Chapter One I noted that the FSRN is innovative in its use of a themed approach to service-learning. When analyzing my data I found that the food security themed approach was an emergent theme in the data, and related to faculty learning and growth. As noted in Chapter Four, the theme of food security acted as a powerful draw to a service-learning approach, and contributed to learning opportunities for faculty and their partners. It became an entry point for faculty and a source of continued energy for this work. It has been a topic that has connected with faculty passions and interests, both personal and professional. The theme of food security is integrated into the FSRN faculty's approach to service-learning, and is the ongoing focus of the FSRN's service-learning work. Food security is a complex social issue that transcends disciplinary boundaries in terms of approaches and thinking. A focus on achieving a food-secure community benefits from the involvement of faculty and students from multiple disciplinary backgrounds and approaches and provides faculty with a common language across disciplines.

Faculty Experiences With Themed Service-Learning

The Contextual Fluidity Partnership Model, which underlies the FSRN approach to service-learning, encourages faculty and other partners to engage in service-learning as a member of the community (FSRN, 2009, 2011; Nelson & Stroink, in press). As the faculty in the FSRN are intimately involved in service-learning projects, from design, to development, to engaging with the range of partners along with their students, they are service-learning participants themselves, as well as being facilitators of the overall process. This is a distinguishing feature of the FSRN approach and differs from many service-learning models depicted in the service-learning literature. In many service-learning approaches faculty members are often the planners and facilitators of service-learning courses and are more removed from the actual service-learning projects themselves. They often experience service-learning community work through the eyes of their students. The FSRN faculty involvement in all aspects of the service-learning was key to the benefits derived from this service-learning engagement. It gave faculty the opportunity to experience the potentially transformative results, not only of teaching with a counter-normative pedagogy but also through being learners and participants themselves.

Being involved with service-learning has opened up multiple opportunities for the Group One faculty in this study. It has given them opportunities, for example, to expand their teaching and research methods, to learn from their experiences and those of their students and other partners, to engage in work that deepens the understanding of disciplinary and interdisciplinary content while also contributing to projects of local significance, and sometimes to reconnect with aspects of themselves. It has been a

source of professional and personal learning and growth. In many ways this study has highlighted integration (for example, of roles, identities, and disciplines) as being part of this experience.

Nelson and Stroink (in press) point out that food is something that we all relate to, and need, and faculty have important knowledge to contribute to issues of food security. The theme not only suits the nature of this university and its outdoor and natural resource focus, it also provides an avenue for faculty to contribute meaningfully to various research, teaching, and service projects that are highly valued by the broader community. I can say the latter with some confidence, having attended an end-of-year service-learning showcase (the “Food Forum”) at Northern University and having spoken to some of the students and community partners about their service-learning experiences.

Food Security as a Transdisciplinary Approach

The theme of food security is an example of a transdisciplinary approach to teaching, learning, and research in that it provides an overarching focus that is not discipline based. As noted in Chapter Four, food security has given faculty a common language to work with faculty colleagues across disciplines, and has allowed for interdisciplinary course offerings that address food security from multiple disciplinary perspectives. In this section I explore the FSRN’s themed approach to service-learning through the lens of transdisciplinarity, considered in the broader context of theme or issue-based approaches to service-learning. I then discuss more specifically what this transdisciplinary approach contributes to the FSRN faculty’s experiences of service-learning.

As with the term “interdisciplinary,” there are multiple understandings of the term “transdisciplinary” or “transdisciplinarity.” Klein’s (2010) definition of transdisciplinarity is used in this work, in part due to the connections she makes among transdisciplinarity, complexity science (which underlies the FSRN Contextual Fluidity Partnership Model), and the broadening of the scope of knowledge, all of which fit elements of the work of faculty in the FSRN.

Transdisciplinary approaches are comprehensive frameworks that transcend the narrow scope of disciplinary worldviews through an overarching synthesis. . . . The term also connotes a new structure of unity informed by the worldview of complexity in science and a new mode of knowledge production that draws on expertise from a wider range of organizations and collaborations with stakeholders in society. (Klein, 2010, p. 182)

Davis and Sumara (2006) note that as a term “transdisciplinary”

is intended to flag a research attitude in which it is understood that the members of a research team arrive with different disciplinary background and often different research agendas, yet are sufficiently informed about one another’s perspectives and motivations to be able to work together as a collective. (p. 3)

This transdisciplinary food security focused approach enhances the service-learning work by providing faculty and their partners with a meaningful, common focus for their work while addressing topics of value to the broader communities.

In her interview Helen noted that she knew of no such programs in Canada when she proposed the food security-themed approach to faculty and community

partners, at the time of applying for the J. W. McConnell Family Foundation funding. The theme is a point of distinction when comparing the FSRN approach to service-learning to that of other service-learning programs, most of which are not transdisciplinary in nature, and a source of meaningful faculty engagement with service-learning.

I know of only one other themed approach to service-learning in Canada. The Université du Québec à Trois-Rivières was inspired by the FSRN's themed approach (Personal Communication, Connie Nelson, 2012) and, in conjunction with community partners, developed programming around the theme of renovating and operating the first "Écol'Hôtel" in Canada, an environmentally oriented, LEED certified hotel (Cameron, 2010). With leadership and knowledge provision from the university's community partner, the university's students engaged in courses and activities oriented towards establishing the hotel and now learn about topics related to the hotel's management and sustainability (Cameron, 2010).

I have not encountered studies on the value of a themed approach to service-learning where the unit of analysis is the themed approach itself. This is an area for future research. In an attempt to situate the work of the FSRN faculty in a broader context, the following section draws from three other programs that are theme or issue based, making them transdisciplinary. This discussion is not comprehensive in that there are likely more examples of themed approaches in the service-learning literature, but it serves to showcase the value of a theme or issue approach to service-learning. I draw from these programs in an attempt to demonstrate the potential value of having a themed approach to service-learning and to demonstrate that the theme is one avenue

to “thick” (Morton, 1995) or deep faculty engagement in service-learning. A program of deep engagement could contribute to faculty being attracted to this service-learning work on an ongoing basis, and to the meaningful experiences that emanate from it. The examples point to innovative, highpoint examples of faculty engagement with service-learning at its best.

Each of the points noted below applies to the FSRN as well as the programs noted below. The three articles on themed programs focus more on the process and the partnerships involved in the service-learning initiatives than on the value of the theme itself. While it is evident that the theme is beneficial in these programs, it is perhaps because the articles are focusing on reaching a broad audience, or on a particular element of the process other than the theme, that there is relatively little in the article that addresses the theme or issues in any detail. As theme- or issue-based service-learning programs appear to be fairly uncommon, and the work represented by the four programs highlighted here appears to be comprehensive and effective, the FSRN program and the three programs discussed above offer valuable perspectives to the service-learning literature that would be worth further exploration.

Lambert-Pennington, Reardon, and Robinson (2011) from the University of Memphis, report on their “Revitalizing South Memphis” interdisciplinary partnership. Along with their students and community and academic partners, the focus of their work is on a “comprehensive revitalization strategy for the core of the South Memphis community” (Lambert-Pennington et al., 2011, p. 60). Hoyt (2010) writes of the interdisciplinary partnership between Massachusetts Institute of Technology (MIT) faculty and students and the community of Lawrence. Johnston et al. (2004) write

about the Urban Nutrition Initiative (UNI), namely partnerships between the University of Pennsylvania and West Philadelphia schools with an urban nutrition focus. Of the three programs, two are themed by their area of community focus (i.e., place) and one by the topic (i.e., nutrition). The nutrition focus of the UNI is most closely connected to the focus of the FSRN. While the four approaches to themed or issue-based service-learning overlap, there are Canadian political, social, economic, and other issues, not discussed here, which would be points of distinction between the FSRN and the other programs discussed here, all of which are United States based.

In the interests of understanding what theme- or issue-based programs might have in common, I highlight some commonalities I noticed. However, in the case of the three programs used for comparison, these points are based on information gleaned from one article each and therefore not totally representative of their approaches. Faculty engaged in these programs wrote the three articles reflecting on their own engagement, which differs from the coverage of the FSRN, where I am making the connections on behalf of the faculty involved. I draw from my interviews, FSRN reports to the J.W. McConnell Family Foundation, the Food Forum, and observations of FSRN service-learning classes as the source of data for the connections that I make with the FSRN's approach.

While I seek to highlight the value of the theme itself, some of these points below would apply in other non-themed service-learning programs. I suggest that the theme aids in deepening, expanding, and coordinating the focus of the service-learning but is not necessarily the only means of engaging deeply in service-learning or achieving these outcomes.

1. All four programs focus on a complex community issues that, by their nature, are not easily solved and are best suited to an interdisciplinary team. The theme provides a focus for this work and serves to connect projects with each other.

2. In all four cases the service-learning work happens year round, and courses are designed around the themed focus, both to address the complexity of the focus and to provide sustainability for the service-learning work. The theme appears to create a compelling reason to be involved with the community throughout the year rather than having the academic calendar dictate the beginning and end of engagement.

3. The engagement between community and campus is comprehensive. It involves several faculty and departments, students, community partners, city representatives, and so on. It involves multiple projects addressing different elements of the same theme. The theme appears to draw people together and to provide a common focus.

4. These issues require knowledge of the communities involved and of the issue at hand. The theme or issue generates work that draws on community-based knowledge that complements the knowledge contributed by faculty and students (recognizing that faculty and students might also live in these communities and contribute knowledge in that capacity as well). Knowledge is seen to flow in multiple directions.

5. All four examples have a strong research component, usually in the form of Participatory Action Research (PAR). Community members are part of the research process. Research is often the entry point for work with the community. There is an acknowledgement of research informing practice and vice versa. In addition there is a

tendency for faculty research and teaching to become integrated. Research informs teaching, and vice versa. While research is part of other service-learning initiatives beyond those programs with an issue or themed focus, it appears that the theme translates well into research, the research is of value to the community, and it aids in achieving the outcome of note (e.g., food security).

6. All four examples involve a development of the partnerships over a length of time, with a deepening level of involvement over time. The themed work is demonstrated to be a pathway to continued involvement and expanded, deepened involvement.

7. All four examples acknowledge the importance of institutional support and the use of structures within the university (e.g., ability to create courses around gaps and opportunities related to the theme) to sustain the service-learning work. Although a need for institutional support applies to all service-learning programs, it is possible that the theme or issue focus and the results achieved make this work more apparent in the institutions. This does not, however, necessarily translate into secure institutional funding for this work, as noted in the challenges depicted in these articles. The transdisciplinary focus that appears to coordinate service-learning offerings might also serve to make partnership work more visible in the community (although Lambert-Pennington et al., 2011 note the lack of media attention to their partnerships' projects).

In summary, the theme (or issue focus) encourages the addressing of a complex issue from multiple directions, and students, faculty, and various partners appear to be attracted to the theme, seeing it as pertinent. It enriches their work. In addition, for the institution and the faculty, it is a way to more easily connect with outside agencies and

the general public in that it is something that they could likely relate to (being a topic of local significance) and perhaps want to become involved with. The theme is therefore locally significant (to the partners and the area), creates a common language across partners and disciplines, and the work develops into increasingly deeper involvement in the respective communities through the many projects and the year-round nature of the partners' commitment to this work.

The Contextual Fluidity Partnership Model and Complexity Science

I began this dissertation with a recounting of an experience that I had with the FSRN which served as part of my motivation for this study. As noted in Chapter One, after observing a meeting of representatives of the FSRN (faculty, students, and community partners) I wanted to learn more about the FSRN model, and in particular about the faculty members' attraction to and experience of service-learning with this approach. I conclude this study by briefly exploring the CF Partnership Model, considering the model as being a contributor to faculty experiences with service-learning at its best.

The FSRN focuses their work on a vision concerning food security and how the partnership operates, with the latter being guided by the Contextual Fluidity Partnership Model (Nelson, 2009). The model has five key elements: vision, a fluid process, engagement with a web of networks, embracing strange attractors, and being context driven (Nelson & McPherson, 2003, 2004). As outlined by Nelson (2009)

This partnership model articulates community-capacity building principles that include a focus on vision as a driving force for action, the strength of multiple relationships, the building of shared values, the importance of participation in

the process, a keen ear for listening to all community voices, engaging as a community member, a focus on strengths not problems, being opportunistic in using a diversity of resources, finding ways to respect and bring out the unique gifts of individuals and groups, placing more energy into the process than into definitive plans, accepting and building from mistakes, and engaging all. (p. 2)

The Contextual Fluidity Partnership Model (CF Model) guides Helen, as both director and faculty member, and faculty engaging in service-learning associated with the FSRN. Helen uses the analogy of jazz as a way to explain how the contextual fluidity approach works (Cameron, 2010); hence the references to jazz in this chapter and the title of this dissertation.

The five areas of the model are closely aligned with key elements of Complexity Science while also honouring an indigenous approach that recognizes that whoever has the skills or the expertise related to that matter, or in that context, should take the lead (Personal conversation, Nelson, 2009). A comprehensive discussion of Complexity Science is beyond the scope of this dissertation. I point to elements of the theory that frame discussions in this chapter as well as to what it might suggest regarding the broader implications of this study and future directions.

Complexity Science has been an area of study for approximately 3 decades (Davis & Sumara, 2006; Urry, 2005). Drawing from several scientific fields of study, which Urry names as physics, biology, mathematics, ecology, chemistry, and economics, and building on areas of knowledge around “chaos, complexity, non-linearity and dynamical systems analysis,” it represents a “shift from reductionist analyses to those that involve the study of complex adaptive (‘vital’) matter that shows

ordering but which remains on ‘the edge of chaos’” (Urry, 2005, p. 1). Richardson and Cilliers (2001) note that there is no uniformly accepted definition of Complexity Science, although there is a general focus on both “systems and process thinking” (Urry, 2005, p. 3). Urry observes that “complexity investigates emergent, dynamic and self organizing systems that interact in ways that heavily influence the probabilities of later events” (p. 3).

Richardson and Cilliers (2001) divide approaches to Complexity Science into three broad areas:

1. Reductionistic Complexity Science, which has a foundation in physics, wherein the focus is on finding a theory that is all encompassing.
2. Soft Complexity Science, that has a focus on the analysis of organizations and an underlying belief that the natural and social worlds are fundamentally different.
3. Complexity Thinking, which is an approach that considers the implications of living in a world that is seen to be complex and the “limited and provisional nature of all understanding has to be recognized” (p. 8).

This discussion of Complexity Science, and the Contextual Fluidity Partnership Model itself, draw on the third approach to the field. As noted in Chapter One, the Contextual Fluidity Model is based on a foundation of Complexity Science.

Complexity Science has a focus on complex adaptive systems, being those systems that are diverse in nature and have multiple connections to a broad array of components and which change based on experience, hence are adaptive (Zimmerman, Lindberg, & Plsek, 1998). The FSRN is a complex adaptive system due to the number

of activities that are engaged in under the umbrella of the FSRN, the multiple approaches to service-learning, the various disciplines involved, the many partners on and off campus, and so on. It is also a network, which is also an area of interest within complexity thinking. Hence it both exhibits elements of interest to complexity researchers and encourages its members to adopt complexity thinking in their work.

Some of the key areas in complexity thinking are very briefly summarized below, with linkages to the CF Model. I draw primarily on the work of Davis and Sumara (2006) for the section below, as their work is oriented towards complexity in educational settings. While I use Davis and Sumara's phrasing for the categories, the information covered in each category goes beyond their work to that of the field. The categories outlined by Davis and Sumara are self-organization, bottom-up, scale-free networks, nested organization, ambiguously bounded systems, structure determinism, short-range relationships, and far-from-equilibrium. I introduce all but the last category, as they relate most closely to the discussion of the FSRN and the Contextual Fluidity Partnership Model (CF Model). I integrate the jazz metaphor where appropriate, as Helen uses the metaphor to explain the work of the FSRN and it assists in explaining complexity thinking.

Self-Organization

Complex systems tend to arise fairly organically and operate in ways that exceed what individual participants could achieve independently (Davis & Sumara, 2006). This is often called "emergence" in complexity work (Davis & Sumara, 2006). The CF Model's encouragement of context-driven, fluid approaches, that seek to take advantage of strange attractors, creates a framework for fostering relationships and

projects that emerge organically and are initiated by any of the people (community partners, faculty, students, administrators, etc.) involved. It also highlights an element in jazz, as explained by Barrett (1998):

Unlike other art forms and other forms of organized activity that attempt to rely on a pre-developed plan, improvisation is widely open to transformation, redirection, and unprecedented turns. Since one cannot rely on blueprints and can never know for certain where the music is going, one can only make guesses and anticipate possible paths based on what has already happened. (p. 615)

The CF Partnership Model encourages this fluid approach, allowing for the partnerships to evolve in an emergent, context-dependent manner.

Bottom-Up

Aligned with self-organization, bottom-up approaches do not require a formal leader. As noted in Chapter One, the FSRN operates as a network where, although Helen is officially the director, she does not see herself as directing it (Cameron, 2010). The result is that faculty are encouraged to work with their various partners to undertake food security projects or foci that fit with their approach to service-learning, their course content, and the opportunities within the various partnerships. Helen's analogy to jazz describes how individual faculty members approach service-learning, namely creating their own riff on the food security theme. There is therefore some structure to the service-learning approach of faculty in the FSRN through the overarching theme of food security, the Contextual Fluidity partnership model as the framework, and having the network to draw on as needed or for credibility purposes,

but there is also much freedom. As a collective it is possible that the network is operating in this bottom-up, self-organized manner, but still part of an overall collective approach.

Scale-Free Networks

Networks can be variously organized, with decentralized networks being one of the options. In a decentralized network, such as the FSRN, people and projects connect into each other, in “nodes noding into grander nodes” (Davis & Sumara, 2006, p. 88) referred to in the CF Model as a “web of networks” (Nelson & McPherson, 2003, 2004). A decentralized and connected network, such as the FSRN, is seen to be more resilient (Davis & Sumara, 2006). A resilient network is also adaptable and fluid, therefore, as a participant explained to me, members of the network can change over time, and projects can come and go. Ongoing members and projects continue, and new members join the network.

Nested Organization

Complex topics or systems are seen to exist on a number of levels, with levels being nested inside each other. Davis and Sumara (2006) note that the various levels are autonomous while still being nested in larger systems. These nested concepts could relate to disciplinary knowledge and how it becomes nested within broader structures and systems (Davis & Sumara, 2006, p. 91). Complexity thinking therefore invites a consideration that knowledge is always partial knowledge (Davis & Sumara, 2006) in that we cannot separate out the effects of various elements of the nested structure influencing and being influenced by each other. The FSRN’s various approaches to food security, working with a diverse set of community partners and circumstances

that are sometimes common to all (such as an investment in food security), but also particular to a group (for example a First Nations community partner in the far north), provide examples of nested systems.

Ambiguously Bounded Systems

The boundaries in complex systems tend to change and are noted as being fluid (Davis & Sumara, 2006). Systems are also influenced by their context and by the people involved hence the CF Model's focus on being fluid and context driven (Nelson & McPherson, 2003, 2004). It can be difficult for researchers to note where one system begins and ends or to note exactly how one criterion influences another. I return to this point later in this chapter when I discuss the integration of faculty roles and false dichotomies.

Structure Determinism

Complex systems do not behave in linear ways. Due to the adaptability of systems and a sense of "co-emergence," systems can change in multiple and often unpredictable ways (Davis & Sumara, 2006). Davis and Sumara (2006) note that therefore what works in one situation may not work in another. The CF Model's notion of "strange attractors" (Nelson & McPherson, 2003, 2004) would also account for projects varying in approaches, in that they are designed to take advantage of the strange attractors that emerge in process.

Short-Range Relationships

Short-range relationships relate to the relationships between local actions and global behavior. The CF Model is context based, and projects tend to be focused on relatively local areas, although the FSRN has become one of the models of SL

highlighted by the J. W. McConnell Family Foundation (2012) and is one of their award- winning projects. It is therefore potentially becoming a source of influence for other SL programs, for example, and having a broader range of influence.

Summary

In summary, Complexity Science focuses on “deep questions,” those questions that are fundamental and difficult to answer (Zimmerman et al., 1998, p. 6). Food security is a deep question and therefore is well suited to the complexity thinking that forms the basis of the CF Model. Complexity thinking is “young and evolving” (Davis & Sumara, 2006, p. ix), and therefore the CF Model is based on an emerging area of thinking happening within various fields of study. Faculty engaging in service-learning framed within a complexity thinking lens are exploring new territory, and their work offers insights to the service-learning field and beyond.

As I conclude this dissertation I address the significance of this study, summarize some of the key findings, and consider possible implications and future directions that arise from this study.

Significance of This Study

This study both confirms findings of previous studies of faculty experiences and offers new insights.

Group One faculty members noted that they valued service-learning because it led to deepened and broadened student learning and increased student satisfaction with courses (Abes et al., 2002; Archer, 2009; Bringle et al., 1997; Hammond, 1994; Hicks Peterson, 2009). There was a fit between service-learning and faculty members’ personal values and identities (Antonio et al., 2000; McKay & Rozee, 2004). The

service-learning approach was well suited to these faculty members' courses and disciplines (O'Meara, 2008). It suited the nature of their institution and assisted the institution in carrying out its civic mission (O'Meara, 2008). It was the foundation for collaboration, both within and outside the university (Banerjee & Hausafus, 2007; O'Meara, 2008; Pribbenow, 2005). Teaching and research connected (O'Meara, 2008) and became the source of professional learning (Bringle et al., 1997; McKay & Rozee, 2004; O'Meara, 2008; Pribbenow, 2005).

In keeping with an Appreciative Inquiry conceptual framework, I did not seek out constraints to faculty involvement in service-learning. However, I did explore some topics such as promotion and tenure and support for service-learning that generated information related to the constraints to faculty engagement often raised in the service-learning literature. It was rare that faculty in Group One (currently involved) mentioned obstacles or drawbacks to engaging with service-learning at Northern University. This observation might be related to the nature of my questions, but I had included a question that addressed their biggest surprise, thinking that it would give faculty an opportunity to address any challenges if they wished to do so. I therefore conclude that while there may be some challenges in incorporating a service-learning approach, the faculty in Group One did not find them to be a barrier to engaging with this work.

Although service-learning was acknowledged by four faculty members to be more work than most courses, only one of the faculty members in Group One noted that the workload was a potential barrier to engaging with this type of teaching and learning. The same faculty member mentioned that he/she felt that there could be

more recognition for this work at Northern University. As faculty in Group Two generally mentioned a need for more time to think through the planning and implementation of service-learning, it might be that the extra time that would be involved in arranging community partnerships and community-based projects is a barrier, but none of them said as much. Two faculty members in Group One mentioned the need to take more time on planning how to effectively integrate service-learning in their courses. One of the people noted a need for fine-tuning a possible mismatch between course content and her service-learning approach. For the other it was a reason why she had not fully engaged with service-learning as an approach. So although time issues were mentioned, overall the time requirements for service-learning did not appear to be a major barrier.

Faculty in Groups Two and Three shared their hesitations about incorporating service-learning, some of which related to obstacles around implementation. Further study of these obstacles, particularly in relation to a themed approach to service-learning, is merited.

The literature suggests that service-learning, and other forms of community engagement are often under recognized in promotion and tenure decisions (e.g., Enos & Morton, 2003; Gelmon, 2007). All but two of my participants already had tenure, and of the two that did not, only one was in a tenure-track position. Tenured faculty might have had more freedom to engage in new pedagogies or research without the concerns that untenured faculty might face as they prepare for tenure (O'Meara, 2013). Alternatively, faculty such as Jeff, who was recently tenured when I interviewed him, felt that his service-learning work had been a strength in his tenure application. Several

of the participants had started incorporating service-learning long after they had tenure, and their responses on promotion and tenure therefore concerned Northern University's approach in general rather than applying specifically to them. Helen felt strongly that service-learning was an asset in one's dossier, and she noted that she had written several supporting letters for faculty dossiers. Only one faculty member in Group One mentioned that his/her engagement with service-learning has been an obstacle in his/her career path. Yet, this person felt that service learning was a good personal fit and would continue with this approach even if it meant contemplating leaving this current job and perhaps moving to another university.

I asked each of the participants about recognition for service-learning in renewal, promotion and tenure decisions and got a mixed response. Some participants felt that Northern University valued innovative teaching and learning and that service-learning was a strength in one's dossier. In particular, one participant had just received tenure, and he felt that his service-learning work was very highly valued in that process. The majority of the participants had to think awhile to consider to what extent they had accentuated their service-learning work. Four faculty remembered mentioning service-learning but not emphasizing it. It appeared that service-learning was listed usually within their philosophy of teaching section. One person said it was one of the defining features of his tenure portfolio. For many of the participants it appeared that their involvement with service-learning and the FSRN had not been a detractor in their tenure application, but it had not necessarily been emphasized. Service-learning and its relation to tenure did not seem to be a big area of focus or concern for them. I did not

delve further into the topic so would hesitate to reach any conclusions from this information.

Summary of Key Findings

This study considered faculty experiences with service-learning, viewed through an Appreciative Inquiry lens. In addition to confirming previous studies, this study provides insights on faculty experiences with service-learning that are valuable to others looking to engage in service-learning or to support those who do. I highlight some of these insights below.

Positive depiction of faculty work. In Chapter Two I outlined the changing nature of faculty work in higher education in Canada and beyond, and the underlying narrative suggesting that faculty are dealing with various institutional and broader challenges as they seek to fulfill their research, teaching, and service commitments. Overall the picture is one of faculty under pressure, dealing with a higher education system that is underfunded and, in many ways, not optimal for them or their students. In addition, service-learning teaching requires more time than traditional teaching approaches, particularly when faculty are involved in the service-learning projects as well as doing the background organization involved. Yet, based on information shared in the interviews and the upbeat tone in which it was shared, faculty in Group One appear to find the rewarding nature of their service-learning work outweighs any challenges. In addition they used words like “fun” and “enjoyment” to describe their experiences in teaching and research. Involvement with the FSRN and a service-learning approach appears to have enriched them as people and their careers. The involvement has opened up various opportunities for work that is relevant to their

courses and research, that is personally and professionally meaningful, and that provides an avenue to integration of their various roles, personal and professional. This study depicts faculty work within a context of learning and growth. It is possible that service-learning enhances the faculty role and is a pathway to personal and professional enrichment. Service-learning can be seen to be a pathway to faculty work at its best.

Various sources of attraction act as avenues to service-learning. O'Meara (2013) notes that faculty become involved with service-learning for various reasons, personal and professional, as was the case for faculty in this study. Butin (2010) suggests that there are various approaches to service-learning, which he calls "perspectives" and names as technical, cultural, political, and anti-foundational. Saltmarsh (2011a) examines the multiple ways that higher education departments become supportive of community engagement work. As the work by these various authors suggests, there are multiple avenues or pathways to faculty or departmental involvement with service-learning and community engagement, and perhaps more than one pathway will attract and sustain individual faculty members. As Saltmarsh's (2011a) piece illustrates, those avenues are related to institutional factors as well as personal ones.

In this study the avenues to service-learning appear to be the food security theme, access to funding, a relationship with Helen, supportive institutional structures, working with community partners on matters of mutual interest, and enhancing teaching and learning. These avenues relate to institutional factors, partnerships, and learning outcomes (for the partners involved). I focus here on three elements in

particular: Helen's role as champion of service-learning, the theme as an attractor/deterrent, and the CF Partnership Model.

Role of service-learning champion. One of the reasons that several faculty became involved with service-learning was due to their personal relationship with Helen, the director of the network. It appears that faculty in Groups Two (not yet started) and Three (started, then stopped) were more likely to be introduced to service-learning by a student rather than a faculty member or Helen. While there is evidence in the service-learning literature that students can be powerful in introducing faculty to service-learning (see for example Zlotkowski, Longo, & Williams, 2006 for various examples), in this case it appears that when introduced to service-learning and food security by Helen herself, faculty were more inclined to try, and then sustain, a service-learning approach. It is possible that the relationship with Helen, her approach to introducing food security and service-learning, the fact that she is also a faculty member and therefore perhaps is better suited to introducing service-learning or food security in ways that assist faculty in implementing this approach could each, or in combination with each other, have been key to Group One's attraction to, and sustained involvement with, service-learning.

Helen's role, and that of other people (faculty, students, community partners, administrators) who have introduced faculty to service-learning, highlights the value of a service-learning champion in attracting faculty to implementing a service-learning approach in their teaching or research. Although the service-learning literature relating to institutionalization and faculty involvement in service-learning has acknowledged support from leaders (administrative, faculty, or otherwise) to be important in the

encouragement of and sustainability of service-learning initiatives (e.g. Abes et al., 2002; Banerjee & Hausafus, 2007; Bringle & Hatcher, 1996; Lambright & Alden, 2012), there is a need for more literature on the role of the service-learning champion (Vincent, 2011), particularly one who is both administrator and faculty member.

In addition to Helen's role, faculty involved with service-learning appear to have been attracted to the theme of food security as well as to a service-learning approach itself. Sometimes it appears that the theme was the initial attractor, and they became attracted to service-learning as an approach once they tried it for themselves. As noted earlier, the outcome can become the motivation for future work.

Theme as attractor and deterrent. While the theme was a source of attraction, it also served to make service-learning implementation more complicated for some faculty, as noted in their responses. Not only did they need to learn about the counter-normative approach to teaching and/or research with service-learning, they also had to find ways to focus their course around food security and in ways that met the needs of their community partner(s). It is possible that the theme becomes a barrier rather than an attractor to service-learning work for some faculty, as noted in some of the feedback of faculty in Groups Two and Three, and even for faculty in Group One (continuing with SL) it was both an attractor and a source of complexity, although overall it became a source of interesting work that related well to disciplinary content and community opportunities.

Several faculty members in Group One noted that this new approach, and theme, was a stretch for them at first. As noted earlier, it is not unusual for faculty (and students) to struggle when they first adapt to a service-learning approach, essentially

due to its counter-normativity and to learning to work effectively in community partnerships. Saltmarsh (2011a) notes that “the role of faculty will evolve as they gain experience and comfort in creating and facilitating various community engagement experiences—in the classroom, through community-based research, and in mentoring students” (p. 278). In this study this sense of evolving and deepening has been referred to as a developmental process, in that faculty appear to become more comfortable with and engage more deeply with service-learning as they experience this approach and learn from the process. It appears that the experience and what they learn from it are meaningful and serve as a reason to stay involved with a service-learning approach.

Role of partnership model. While I did not ask participants questions related to the CF Partnership model, and only two participants specifically referenced the model, the overall working of faculty in the FSRN appears to have been influenced by aspects of the model. The CF Partnership Model is a complexity theory-based model that is comprised of five components: a relationship-driven vision, a fluid process, a context-based approach, operating in a web of networks, and embracing strange attractors (Nelson & McPherson, 2003, 2004) that guide the FSRN’s service-learning approach (Nelson, 2009; Nelson & Stroink, 2010). Faculty members engage in service-learning through various networks, including the FSRN network as a whole, their smaller networks of colleagues within the FSRN, the networks within and across their various community partnerships, and so on. Faculty are exploring service-learning approaches in experiential ways, developing their approaches and becoming more experienced service-learning practitioners as they go, which is evidence of the fluidity and context-driven approaches of the CF model. While more exposure to the

service-learning literature may be helpful to faculty as they determine and deepen their approaches to service-learning, they appear to be enjoying immersing themselves in this process through their experimental approach.

The FSRN approach to service-learning has faculty involved in all aspects of service-learning, including being service-learning participants themselves. As noted earlier in this chapter, faculty therefore experience the benefits of service-learning themselves as well as experiencing the effects of service-learning on their various partners. Although this is a time-consuming approach for faculty, it addresses critiques of service-learning (see Stoecker & Tryon, 2008 for example) related to faculty or institutional involvement and gets faculty members involved in ways that benefit them and their work. Further study on this immersion approach to service-learning would be most beneficial.

Implications and Future Directions

This study has highlighted promising practices around faculty engagement in service-learning and has explored various experiences of faculty engagement in service-learning with a themed approach. It suggests that the rewarding nature of involvement with service-learning seems to promote ongoing involvement with this pedagogy. It has also isolated several of the ways that faculty members in Group One find this work to be rewarding and a source of personal and professional growth that is potentially transformative in nature.

While several service-learning articles outline the process or partnership model underlying the authors' approach to service-learning, with the approach noted as being developed over time (such as Hoyt, 2010; Lambert-Pennington et al., 2011), the FSRN

appears to be distinctive in starting with a theoretical model to guide its approach to partnerships in service-learning work. The CF model is both helpful as a guide, yet broad and fluid enough to allow for faculty to develop their service-learning work in diverse ways that still fit the overall emphasis of the model. Helen's jazz analogy both represents the essence of the model and encourages the variable approaches to service-learning. While the melody, namely the model and a food security focus, remain the same, each faculty develops his or her own riff. Faculty are developing their approach as they go, much like jazz players.

Jazz players do what managers find themselves doing: fabricating and inventing novel responses without a prescribed plan and without certainty of outcomes; discovering the future that their action creates as it unfolds. (Barrett, 1998, p. 605).

Further study on the impact of a model such as the CF Model on faculty experiences with service-learning would be beneficial. To what extent is the model influencing the way that faculty engage with service-learning and their resulting experiences? To what extent is the fluidity of the model part of the attraction of service-learning?

As this is a case study of faculty in a particular network integrating service-learning with a themed approach, the results of this study are not necessarily representative of faculty engaging in service-learning at other Canadian universities. Further study of faculty experiences with service-learning is therefore needed. This study contributes one view of faculty experiences with service-learning that can be augmented with views from other studies. As Reed (2007) suggests, Appreciative

Inquiry is not intended to provide the definitive study in the field but can contribute a particular perspective to complement other studies in the same area.

In addition to areas for further study highlighted earlier in this chapter, this study raises areas for future study such as:

- As noted earlier, a themed approach to service-learning is innovative. A more in-depth investigation of the value of a themed approach to service-learning (from the perspective of all the partners) would contribute to the service-learning literature. It would also be beneficial to further explore the transdisciplinary nature of this service-learning approach, where the theme is the basis of the analysis.
- This study highlighted the role of the service-learning champion as a partner in service-learning. The role of partnerships and relationships within the university setting (i.e., faculty and administrators as partners with each other, for example) in fostering and sustaining service-learning would benefit from further exploration. Bringle et al. (2009) note that the concept of partnership in service-learning work needs further exploration and a “richer, more nuanced” framework (p. 3). Their framework considers administrators and faculty as partners to each other (among other partners such as students, community organizations, and community residents) in community engagement work. This study suggests that there are partnerships within the university that assist in fostering and sustaining service-learning work. Further study on partnerships within higher education settings would be valuable.

- Further study on faculty who indicate an interest in service-learning but do not get started or incorporate a service-learning approach and then stop would provide insightful information. Too often studies focus only on faculty who continue on with service-learning, and there is much to be learned from faculty who do not.
- Further exploration of the nature of faculty learning in service-learning work would be of benefit. Until recently there has not been a focus on faculty as learners. A study could include faculty from multiple university settings and could extend this study to consider how faculty learning affects other outcomes. O'Meara (2013) notes that faculty professional growth through service-learning is an area that has not had much attention as yet. She also writes that:

although some qualitative studies have revealed the importance of learning and relationships gained from service learning and engagement . . . very little research has explored how they translate back into particular outcomes such as student learning, partnership development, collaborative scholarship, or long-term institutional change and support. (p. 227)

Studies could look to organizational and social learning theories to more deeply understand faculty learning.

- A study of the effect of service-learning on one's career would be valuable, in which one might consider faculty in early career, mid-career, or the later years of their careers. This study suggests that service-learning might serve as a

pathway to the continuing vitality of one's career. O'Meara (2013) suggests that there may be similarities and differences in service-learning engagement across the stages of one's career, and that motivation for service-learning engagement might differ according to the stage of one's career. Work by Baldwin (1990) and Trower (2011) suggests that "vital professors," namely senior professors who are known for the quality of their research, teaching, and service work and who serve as mentors to others, have repeatedly engaged in new roles or shifts in the types of work that they undertake over the course of their careers. This shift is in part to keep them "vital." Baldwin (1990) notes that

Vital professors are curious and intellectually engaged. They enjoy the respect of their colleagues and are effective in the multiple roles of members of the academic profession. Perhaps most significant, vital professors grow personally and professionally through their academic career, continually pursuing expanded interests and acquiring new skills and knowledge. (p. 180)

A study on the possible link between faculty learning in service-learning and the sense of engagement and growth experienced by faculty as they progress in their careers would be beneficial.

- Further studies on faculty involvement in service-learning in the changing environment of higher education in Canada are needed. A broader, mixed method study of faculty involvement would be beneficial. This is an area that would benefit from more information, not only for service-learning research

but also for research on faculty work in Canada more generally. There is a need for more research on the nature of faculty work in Canada (Gopaul et al., 2012). In general there is a need for more studies of faculty attraction to service-learning, particularly in a Canadian context. Not only will these studies contribute to the service-learning literature, they will also contribute to what is known about faculty work in general and to the literature on faculty work in Canada in particular.

- A study that considers the preparation of Canadian faculty members for community-engaged scholarship would address a current gap in the literature.
- This study took an “appreciative stance” (Bushe, 2007, p. 10) through incorporating Appreciative Inquiry as a conceptual framework to study faculty experiences with service-learning. As noted in Chapter Three, only I was involved in data collection and analysis. It would be valuable to conduct a further study, either in conjunction with the faculty in the FSRN and their partners or with other Canadian higher education institutions, that more fully integrates an Appreciative Inquiry process. A further study could involve more stakeholders in the design, execution, and analysis of the study. It could involve more than the Discovery phase of the 4-D Cycle, and it could further explore themes that were noted in this study as well as highlighting additional insights. As Appreciative Inquiry is designed to be a collaborative, whole system process, having more people involved would be most advantageous, not only for the diversity of input and the multiple contributions, but also because the stakeholders would have an inside view that would enrich the data. In

addition, as Reed (2007) noted, there are various other outcomes from collaborative research of this nature for example it can serve as a venue for people to get to know each other and share information that is advantageous to their work, their network, and their relationships.

This study also raises implications for practice for those looking to attract faculty to a service-learning approach or support them in doing so.

As noted earlier, service-learning involves a counter-normative approach, and therefore faculty can find it difficult to implement in their teaching and research. This study suggests that having a faculty champion, who is a faculty member herself, was a source of attraction to a service-learning approach. Having someone who has had experience with service-learning provides faculty with a mentor and coach as they figure out how to incorporate this new and often challenging approach in their work. The research also suggested that faculty can benefit from opportunities to connect with and support each other, such as in a community of practice. Faculty can be mentors and guides for each other. While a themed approach is not appropriate for all service-learning programs as there is no one approach that suits all, service-learning practitioners might want to consider if a theme or issue approach would suit their programs. In this study the theme was a powerful draw to service-learning work and connected with faculty on many levels. Last, this study reinforces the benefit of having financial support and a conducive institutional environment to support faculty when engaging in service-learning. As suggested by this study, there is likely no one pathway to service-learning, and service-learning administrators would benefit from considering multiple pathways to engage faculty in service-learning. Service-learning,

as a philosophy and a pedagogy, will not connect with everyone, as this approach to teaching, research, and service needs to be in keeping with one's beliefs and values.

Concluding Thoughts

I approached this study from the perspective of Appreciative Inquiry, which is founded on social constructionism. "Social constructionism suggests that we create the world by the language we use to describe it and we experience the world in line with the images we hold about it" (Watkins & Mohr, 2001, p. 9). The powerful words of the participants have painted a vivid picture of their involvement with service-learning. In keeping with an Appreciative Inquiry process, I sought to discover "those things that are life-giving and affirming as a basis for creating images of a generative and creative future" (Watkins & Mohr, 2001, p. 9). Appreciative Inquiry has served as a fitting conceptual framework in that the underlying values of this approach so closely fit those of the FSRN's asset-based philosophy evidenced in FSRN annual reports and the Contextual Fluidity model used. It also guided the questions asked in the interview and the overall focus of this study.

I had the sense, as I conducted the interviews and made meaning from the data, that my questions opened up a space for reflective inquiry as faculty reflected back on their experiences with service-learning and also looked to the future. The picture they painted of their experiences with service-learning was a positive, growth-oriented one. Ghaye (2010) suggests that inquiry is too often focused on the negative and what is missing. He notes that "deficit-phrased questions lead to deficit-based conversations. These in turn lead to deficit-based actions" (p. 554). He suggests that it would be preferable to focus on "conversations about success, about understanding why

particular aspects of our work are indeed successful and how these joyful and celebratory aspects of practice can be further amplified and made more sustainable” (p. 554). He recommends that we ask ourselves questions about the conditions in which positive experiences happen and how to create situations where they might reoccur. This study, through its appreciative stance, has attempted to implement Ghaye’s suggested approach. It has looked to what gives life to faculty experiences with service-learning as experienced by faculty associated with the FSRN. It has sought to identify what it is about faculty experiences with service-learning that sustain and grow both them and their practices. It is hoped that other faculty and administrators might consider the supports that could be implemented to assist faculty in experiencing generative, life-giving experiences through service-learning.

Boyer’s (1990) vision for academia was for an expanded view of scholarship. His vision called for the recognition of the interdependence of different academic roles as well as one that focused on the social purpose of scholarship. While he stated that being a researcher is an important part of being an academic and scholar, he also emphasized teaching as one of the approaches to an expanded conception of scholarship and noted that “inspired teaching keeps the flame of scholarship alive” (p. 24). The faculty in this study are an example of Boyer’s vision in action.

As mentioned by several of the Group One participants in this study, knowledge creation is no longer the exclusive domain of academics, and universities are having to adapt accordingly (Nelson & Stroink, in press). The faculty in Group One in this study have highlighted some promising practices for engaging faculty in service-learning in the midst of times of rapid and often difficult change.

This is also a time when epistemology is changing. There is now more recognition of the value of community knowledge (Nelson & Stroink, in press), and the integration of community and academic knowledge offers new pathways as faculty, students, and their community partners co-create their service-learning experiences. These changes offer opportunities for further work between faculty and their student and community partners, particularly as outside funding agencies are becoming more focused on the integration of community members in research. It is an exciting time for community-engaged work (Nelson & Stroink, in press).

In this community-driven knowledge creation process there is an essential role for community members who are academically trained (faculty) or are being academically trained (students). Together, as one community with a diversity of skills and resources to lend to a social change movement, an abundance of innovation and new knowledge can emerge that is grounded in place and relevant to the issues of the community. As such, the ancient role of the university as a hub of knowledge creation remains in tact. What changes is the context, and the university is challenged to redefine and restructure itself to adapt to this changed context. (Nelson & Stroink, in press, p. 20)

As I concluded each of my interviews, I asked the participants to imagine the work of the FSRN in five years time, in keeping with the appreciative interview's focus on the "dream." Their answers were very much in keeping with the above quote. Their answers pointed to keeping the university relevant to the broader community in these changing times. They saw their involvement with service-learning and the FSRN as

being a key part of creating the future of Northern University. Coming back to Helen's jazz analogy,

Jazz improvisation can be seen as a hopeful activity. It models individual actors as protean agents capable of transforming the direction and flow of events. In that sense, jazz holds an appreciative view (Cooperrider & Srivastva, 1987) of human potential. (Barrett, 1998, p. 620)

As with jazz, this study takes an appreciative view of the work of faculty and of their potential to influence their institution while engaging in service-learning. It is possible that the work of the faculty in the FSRN is part of a process in which knowledge is becoming more democratized and community members are becoming a more integral part of the educating of students, for example. It is also possible that the work of the FSRN and the faculty involved will be part of influencing the pathways that their university takes as it keeps itself relevant in its community and shapes itself for its future. Watkins and Mohr (2001) write that within an Appreciative Inquiry approach

organizations create and move toward their vision of the desired future in harmony with a world view that sees the interconnection of all parts of a system; that accepts the complexity and subjectivity of the world; that knows planning to be a continuous and iterative process; that embraces the concept of many truths and multiple ways to reach a goal; that understand the relational nature of the world; that believes information to be a primal creative force; and that knows language to be the creator of 'reality.'" (p. 11)

Through the faculty verbalizing their wish for the future, in keeping with Appreciative Inquiry's philosophy that words and actions are intertwined, the wish becomes a

direction in which these faculty are likely to move. It is probable that they are part of creating that new reality.

These faculty remind me of Saltmarsh's (2010) observation that I included in Chapter Two but feel is worth repeating, that

for those of us in higher education who are interested in the multiple meanings of changed pedagogies, we are often involved in subversive activity. We seek to change our classrooms, but we also seek to change institutional structures and cultures that delegitimize new forms of knowledge creation and different ways of knowing. We view educational practice not as a commercialized, credentialized, commodified end in itself, but as a means to the larger end of active participation in a diverse democratic society. Changing pedagogy changes everything. (p. 332)

Through their service-learning engagement, these faculty are potentially changing their workplace as well as experiencing growth and enrichment themselves.

I began this dissertation with a recounting of an experience that I had with the FSRN that led, in part, to this research. It has left me, as a future faculty member, feeling that despite the challenges in the current higher education environment there are possibilities to engage in enriching work, like the faculty in this study, and thereby contribute to my communities and to the democratic work of higher education.

This study has provided a window into the experiences of a group of faculty members engaged in a food security themed approach to service-learning at a university in northern Ontario. It has offered some indications of why these faculty members became involved with service-learning and has provided some insights as to

why they continue to find service-learning a source of satisfaction and growth. It provides a foundation for further study into the experiences of faculty in Ontario and Canada who are involved with service-learning. It also provides an insight into the experiences of a group of faculty working in the current environment in higher education in Ontario.

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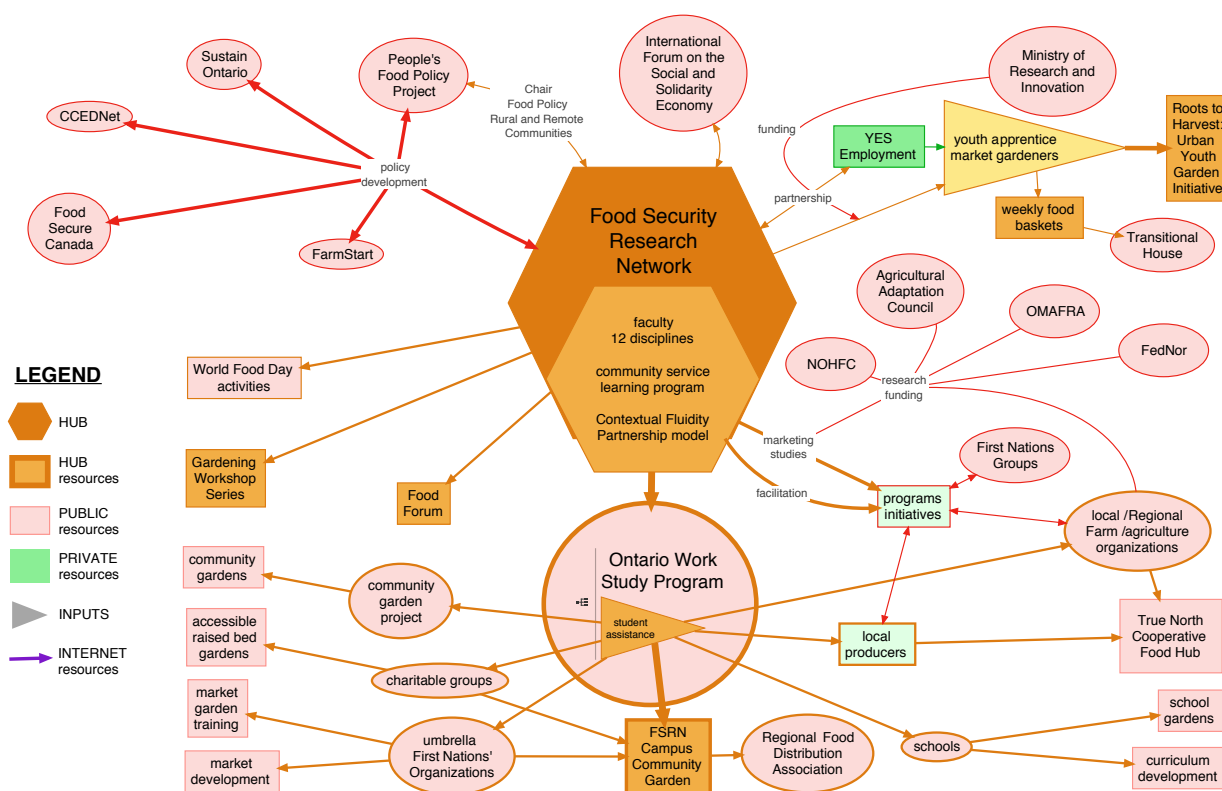
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Appendix A

Food Security Research Network Diagram



Note: From Food Security Research Network Unpublished Material, by C. H. Nelson & R. Roy, 2012, Thunder Bay. Used with permission of authors.

Appendix B

Interview Questions

Q1: Best of the Past

- 1a. Please share a story about a time when community service-learning (CSL) had a profound effect on the success of your students and your program? *Provide a detailed description of this experience.*

*What was happening? Who was involved? What were they doing?
What were you doing? (Probe for unique skills, gifts, etc. of the instructor)
What were the benefits to the students, the service, the program, you?
What was the greatest surprise you experienced when you incorporated CSL into your program?*

- 1b. How did you learn about community service-learning (CSL)?
- 1c. How would you define community service-learning?

Q2: Values and Motivation

- a. What attracted you to incorporate CSL into your pedagogy? What did you value about CSL? What insights did you have?
- b. What was so valuable about CSL for you professionally (i.e. published, P&T process, McConnell funding, promotion)?
- c. What inspires you to continue using this model of pedagogy?

OR

- d. What would inspire you to start using this model of pedagogy again? (for those that did not continue to use it)

Q3: Impact with Community Partners

- a) Please tell me about your community partners.
- b) How have experiences gained by yourself in engaging with your CSL community partners affected the way you will teach your CSL course in the future? In other words, how will your learning affect how you design curriculum in a subsequent course? Can you give an example?
- c) How have experiences of your students through their community experiences affected the way you will teach in the future?
- d) Impact on Research—in what ways has your involvement with community partners affected your research?

- e) Which way did 'the door revolve'? Were you engaged in research that had community partners that then became the community partners for your CSL courses; OR did participating in CSL become the catalyst for engaging with community partners? Could you tell me more about this?
- f) What new research opportunities have emerged through engaging in CSL with your community partners? Can you give examples: new grants, new undergraduate theses, new graduate students (masters or doctoral)
- g) Describe how graduate student work has evolved out of a CSL that you have taught.

Q4: Core Value

- a. What is the one CORE value that you feel must be present for community service-learning to be successful for you, your students, and the program?
- b. What does Community Service Learning look like when this CORE value is present and working at its best?

Q5: Image of the Future

Imagine that it is 2015 and Northern U is being recognized with an award for having the best Service Learning Program in Canada.

- a. What does this Service Learning Program look like in 2015? What is at the heart of this program or what makes it the best?
- b. What role have you played in achieving this award?
- c. What role have others played in achieving this award: students, other faculty, administration, service partners?

Demographic & Background Information

Name: _____

Date of Interview: _____

Gender: ☐ Male ☐ Female

Position at Northern (Asst/Assoc/Full Professor, Faculty, Department) Tenured/non-tenured?

☐ Assistant ☐ Associate ☐ Full Professor
☐ Tenured ☐ Non-tenured

Faculty: _____

Length of employment at Northern? _____

When did you start using CSL as pedagogy? _____

Was CSL a part of your P&T process? If yes, could you tell me more about the effect of CSL on your P&T (if any)? Which P&T category would allow you to highlight the benefits of SL? (Why/how?)

-

How many CSL courses have you taught?/Length of time teaching CSL courses?

What courses do you teach?

Are these undergraduate courses? ☐ Yes ☐ No
(specify program positioning of courses.)

On average, how many students in each class? _____